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ABSTRACT

Developed for Boston high school students, the English objectives in this booklet are presented in a two-column format. General objectives are stated in the left-hand column while specific examples of ways to evaluate student mastery of the objectives are presented in the right. Integrating reading, writing, listening, speaking, and critical thinking, the objectives are arranged under the following major headings: (1) variety of material; (2) literal comprehension--reading/listening for the explicit meaning; (3) interpretive comprehension--reading/listening "between the lines"; (4) evaluative comprehension--reading/listening with "critical insight"; (5) vocabulary building; (6) variety of writing; (7) the writing process; (8) the writing craft; (9) writing mechanics and usage; (10) language structure--patterns and nomenclature of English; (11) speaking--oral reading, discussion, and presentation; and (12) study skills--locating, organizing, and retaining information, and improving test-taking skills. (HOD)

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HIGH SCHOOL ENGLISH

CURRICULUM OBJECTIVES

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Superintendent of Schools

Oliver W. Lancaster
Deputy Superintendent/Curriculum & Instruction

Kim Marshall, Program Director
Beverly Zimmerman, Senior Specialist
Curriculum Objectives Unit

Boston Public Schools
26 Court Street
Boston, Massachusetts 02108

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MESSAGE FROM THE SUPERINTENDENT

This set of curriculum objectives for high school English builds on the strong foundation of our Elementary and Middle School Reading/Language Arts document. The high school objectives continue the K-8 philosophy: a heavy emphasis on reading comprehension skills, including critical thinking; extensive book lists at the beginning of each grade level, conveying the message that reading literature with understanding and appreciation is the primary goal of English education; and a stress on the process of writing, which has been found to be an extremely effective way of helping students achieve fluency and confidence in written expression.

These objectives are comprehensive and demanding, conveying high expectations of our students. They pose a challenge to all those who teach English in our high schools, and also those in our elementary and middle schools, to lay the groundwork for independent adult learning. We must look upon the job of increasing our students' language power as a long-term endeavor in which we are all part of a single team. Our challenge is to create a cohesive, cooperative effort in each school, so that regular education, special education, bilingual, advanced work, and funded-program teachers work together with administrators, parents, university personnel, school volunteers, and others to improve the achievement of all students.

While this document states clear curriculum objectives for students at each grade level, it allows considerable flexibility for teachers and headmasters to determine the most effective methods and materials. There must be common citywide goals and objectives, but those who work most closely with students are in the best position to decide how to convey the curriculum. Thus the purpose of this document is to harness the efforts of all school personnel in a common endeavor, and at the same time liberate the creative energy and dedication in each of our schools.

I want to thank all those who contributed to this document. It is a remarkable synthesis of previous work and current research, and has benefited from generous amounts of feedback from numerous individuals inside and outside the Boston schools. It is this breadth of source material and input that makes the objectives so strong, authoritative, and potentially helpful in our classrooms.

Robert R Spillane

Robert R. Spillane
Superintendent of Schools

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Reading is to the mind
what exercise is to the body

Sir Richard Steele

INTRODUCTION

Aim and Scope of the Curriculum Objectives

The purpose of this document is to present clear objectives in English for all Boston high school students. The objectives state the skills students should have mastered by the end of each grade level.

The document continues the sequence begun by the 1982 Reading/Language Arts Elementary and Middle School Curriculum Objectives. The basic organization and two-column format have been maintained, but changes have been made so that each grade level is appropriate for high school students.

The objectives listed at each level are a maximum curriculum, not a set of minimum competencies. For students who are currently performing below grade level, the objectives provide a set of goals. For students who are working successfully on or above grade level, the objectives are sufficiently open-ended to encourage students to maximize their individual growth.

Development of the Objectives

In addition to the 1982 Reading/Language Arts Elementary and Middle School Curriculum Objectives, the High School English Curriculum Objectives are based on the following sources:

--course syllabi and book lists submitted by English department heads
--previous Boston Public School English curriculum documents, including School Document No. 1 - 1959, Grades X, XI, XII and School Document No. 2 - 1970, Grades VI-IX (see Bibliography)
--exemplary curriculum documents from school systems throughout the United States (see Bibliography)
--material compiled from current professional reference books, research reports, journal articles, and professional conferences in the field of English curriculum and instruction (see Bibliography)
--a survey of recently published textbooks in language arts and literature
--critiques of an early draft by selected administrators, teachers, and others
--critiques of a final draft by 140 reviewers (see below)

Responses to the Final Draft

The final draft was distributed to nearly 500 people, including teachers of high school English, English as a Second Language, reading, and special needs students, librarians, administrators, professors of English, language arts directors, and parent, student, business, and community representatives. A detailed questionnaire was attached to the draft, asking reviewers a series of specific questions; 140 people returned this evaluation.

The general response to the curriculum objectives was extremely positive. Among the strong points noted were the comprehensiveness and sequential nature of the objectives; the quality and range of the examples; the emphasis on reading comprehension and writing skills; and the scope of the book lists. No major weak points were repeatedly cited.

Following are the types of revisions that were suggested, and subsequently incorporated into the final document: rephrasing and additions of specific objectives, assessment questions, and answers; substitutions and additions of certain examples; additions to the book lists and movement of books to different grade levels; and additions to the introduction.

Respondents were also asked to indicate the objectives to which they would give priority and those they would eliminate or move to a higher or lower grade level. Responses to these questions were statistically tabulated. There was no clear mandate to eliminate any single objective from a designated grade level or to move it to a higher or lower level. However, clear patterns concerning priority objectives at each grade level did emerge. Therefore, the following decision was made. If more than forty percent of the respondents designated the objective a priority, and fewer than twenty-five percent designated it inappropriate, the objective was designated a priority and circled in the final document. This ranking is not intended to exclude the other objectives. However, it does allow the teacher to focus on the priority objectives first, and to cover the other objectives next, if time permits.

In the section of the response sheet devoted to general comments and suggestions, many teachers noted that all of the objectives are commendable and appropriate for students performing at grade level. However, they also noted that many of their students are working below grade level; therefore, the objectives would be difficult to cover during one period of English per day (see Grade-Level Achievement).

A substantial number of teachers stated that two periods of English per day are necessary, in order for the objectives to be taught adequately. They recommended the following division: one period for reading comprehension and vocabulary study; the other for writing (the process, craft, mechanics and usage). Curriculum objectives from the other categories could be blended into these two major areas. Many teachers also mentioned the need for appropriate materials and instructional support in order for the objectives to be implemented successfully.

Several other recommendations were made by a significant number of respondents: designation of a few required books at each grade level; time allotments for specific areas of study; and determination of minimum competency requirements. Teachers of special needs students noted that only some of the objectives were appropriate for their students, and that more explicit instructional guidelines were needed for their department.

These issues will be addressed in the 1983-84 school year by the Office of Curriculum and Instruction.

General Framework of the Objectives

This document, following the organization of the 1982 K-8 Reading/Language Arts Objectives, integrates reading, writing, listening, speaking, and critical thinking skills. Below are the major headings for each grade level. Note that they represent a slight modification of the K-8 categories.

A. Variety of Material - reading a broad range of material

B. Literal Comprehension - reading/listening for the explicit meaning

C. Interpretive Comprehension - reading/listening "between the lines"

D. Evaluative Comprehension - reading/listening with "critical insight"

E. Vocabulary Building

F. Variety of Writing - writing in several modes

G. Writing - The Process

H. Writing - The Craft

I. Writing - Mechanics and Usage

J. Language Structure - patterns and nomenclature of English

K. Speaking - oral reading, discussion, and presentation

L. Study Skills - locating, organizing, and retaining information, and improving test-taking skills

These twelve categories run through the four grades of the curriculum objectives. The core group of ninth-grade objectives is repeated in grades ten through twelve, with different examples reflecting more complex material. New examples are not provided for those objectives where the skill involved is more important than the complexity of the material (e.g., distinguishing between logical and illogical thinking). Additional grade-appropriate objectives and examples for grades ten through twelve reinforce and extend the grade nine foundation.

Two-Column Format

All of the objectives are presented in two columns. In the left-hand column, the objectives are stated in general terms. In the right-hand column, specific examples illustrate ways to evaluate student mastery of the objectives. Some of the items in the right-hand column can serve as models for competency test questions. However, many of the objectives cannot be assessed through testing. In such cases, the right-hand column describes an alternate method of teacher assessment.

The literary passages that appear in the examples are approximately on grade level. On the high school level, readability formulas do not accurately determine grade level, because sophistication of subject matter and the difficult vocabulary and syntax in certain classics must also be considered. Therefore, the literary works were chosen because they are widely taught in certain grades or appear in grade-level anthologies or on authoritative book lists. Familiarity to teachers in the Boston schools was another criterion for selection, since many of the literary works are referred to, rather than cited.

The examples, which include a variety of literary genres, multicultural and nonstereotyped material, reflect the philosophy of the objectives. These examples are intended to serve as clear, accessible illustrations that should help teachers to understand and convey the objectives. They are not meant to dictate teachers' choices of materials or to limit teachers to the levels of difficulty indicated by the examples.

The two-column format necessitates the placement of literary passages out of context. However, in teaching the objectives, teachers will be referring to the passages in context, and in some cases, using numerous examples to teach the same objective (e.g., inferring characterization). Therefore, the examples merely illustrate the types of questions teachers might ask and do not always reflect the actual method of instruction. (See Reading Comprehension)

The answers to many of the questions are included at the end of this document. They are intended to provide further clarification of the objectives. Most of the answers are examples of appropriate responses rather than exact or all-inclusive answers to the questions.

Many of the objectives in the reading comprehension, vocabulary building, writing, and study skills sections can be taught in other subject areas, such as social studies, science, health, business, and career education. Teachers of these subjects should find the objectives easily adaptable to a wide range of activities.

Grade-Level Achievement

The objectives are designed for students working at high school levels of achievement. However, many of the objectives overlap in the middle school and high school documents. Therefore, teachers of students performing below grade level can still use the high school objectives, but apply them to less complex material. Since a core group of objectives is repeated in grades 7-12, the transition from middle school to high school should be a smooth one. Students will be reinforcing the same skills with increasingly complex material and their learning foundations will become progressively stronger.

The most difficult period will be in the first two or three years, when we will be dealing with the issues of testing, placing, and promoting students in accordance with the objectives. But as students are taught the material at each level and begin to move to the next grade with a greater number of basic skills, the work of teachers at all grade levels should become increasingly easier, more productive, and more satisfying.

Implementation of the Objectives

The objectives in this document will clarify what Boston students should be able to do at each grade level; competency tests will help teachers and students to focus on the objectives and give teachers useful feedback on students' progress. But the most important decisions cannot and should not be made by a central office document. Below is a list of some of the areas for which high school English teachers are responsible (with support from department heads, headmasters, the Department of Instructional Services, and the Institute for Professional Development):

1. Review - using previously covered material as a basis for new learning
2. Choice of materials - discovering materials in textbooks, the print and electronic media, etc. that best convey the objectives to students
3. Individualization - adapting materials and activities to students' varying interests and abilities
4. Blending of objectives - finding ways to mix objectives from different categories in innovative ways
5. Enrichment - developing activities beyond the scope of this document
6. Relevance - finding ways to make students' reading and writing activities applicable to their everyday lives

Variety of Material and Book Lists

The first section of each grade level, Variety of Material, contains an extensive list of high-quality literature appropriate for students at the corresponding grade level and above. The books are suitable for independent reading, class study and discussion. By the end of each grade, students should have read from six to eight books from the list at their level.

Titles for the book lists were submitted by a broad range of librarians, including Barbara Elam and Polly Kaufman, Library Program Coordinators, Ron Brown, Young Adult Literature Specialist and Kate Waters, Young Adult Librarian, Boston Public Library, and librarians in various high schools. Their selections were based on reviews of young adult books, annotated book lists, and their own experiences with young adult literature over a period of years. Additional titles were submitted by high school English teachers throughout the system, based on their students' reading interests.

The lists contain a wide variety of material, from classic novels to good recent fiction, from Shakespearean tragedies to contemporary dramas and comedies, from biographies to essays. All of the books reflect appropriate reading and interest levels and cultural, racial, and religious diversity. The lists are not, of course, all-inclusive and will be updated periodically. Most of the books on the lists are available in the high school libraries and in branches of the Boston Public Library, or have been suggested for future purchase.

The placement of the book lists at the beginning of the objectives for each grade level carries an implicit message: a primary goal of the study of literature is to encourage students to read independently - for understanding, new learning, and enjoyment. Such literacy produces individuals who are better able to interact with others, better able to appreciate and tolerate differences, and finally, better able to achieve responsible adulthood.

Reading Comprehension - Literal, Interpretive, and Evaluative

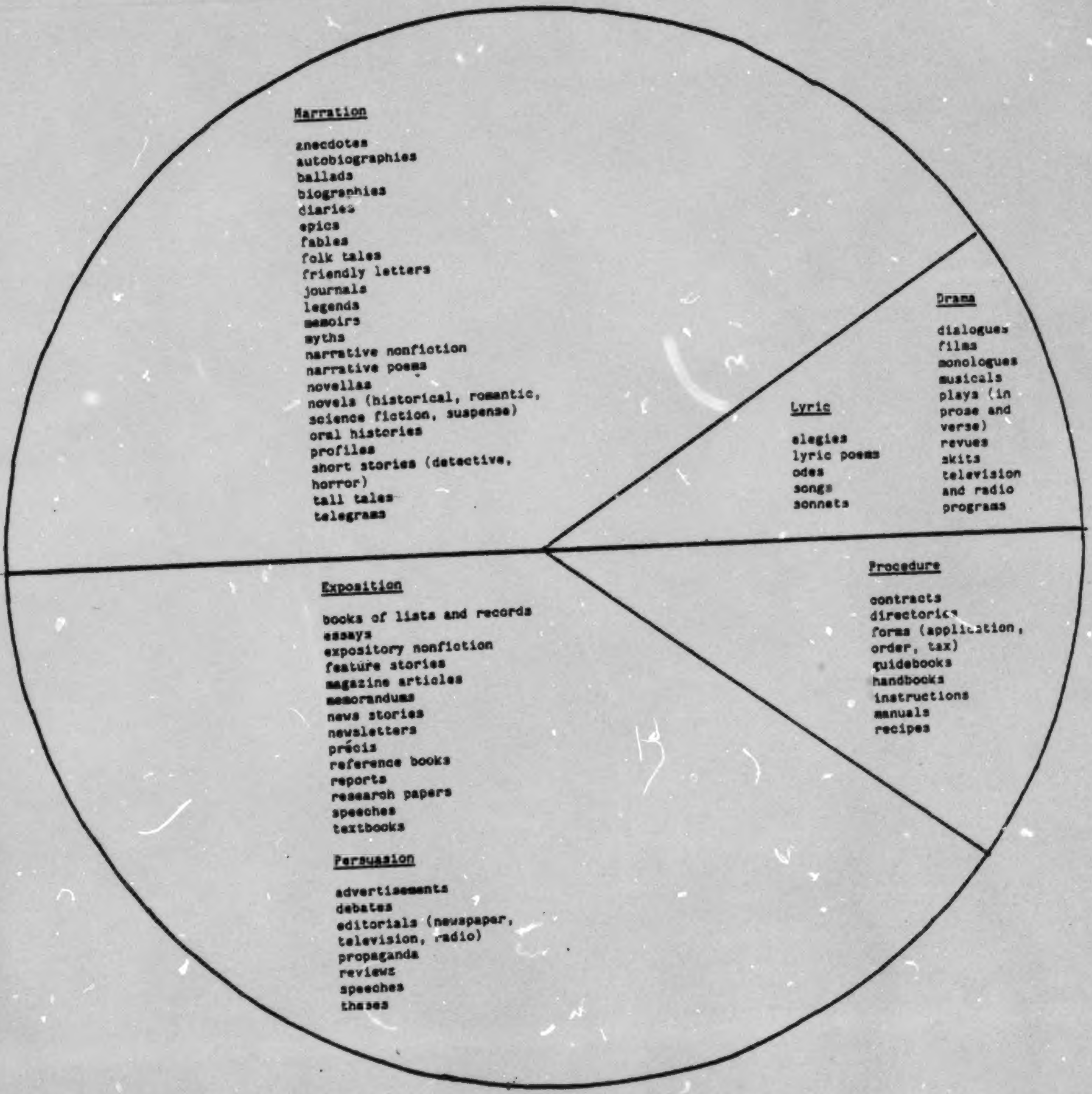
Reading subskills such as identifying main idea and details and using context clues are categorized in the objectives. However, these skills should not be taught in isolated, fragmented fashion. Rather, they should be taught within the context of a literary work, with the flow and sequence of the text determining the order of the questions. This method of instruction should result in a unified approach to the teaching of reading. This approach is reflected in the examples, which stress the mastery of reading and language skills within the framework of meaningful literature, rather than unrelated paragraphs and sentences.

On the high school level, reading is a process that requires the ability to generate, synthesize, interpret, and evaluate ideas. The skills required in this type of reading are critical thinking skills. Recent national educational studies indicate that most high school students have difficulty in using these skills. While students in the studies were able to answer multiple-choice questions requiring literal and inferential skills, most could not interpret a work and use supporting evidence in their interpretations. One study reported the following: "Many 17-year-olds do not possess the 'higher order' intellectual skills we should expect of them. Nearly 40 percent cannot draw inferences from written material..."

These reports indicate that students are not receiving a sufficient instructional bridge from literal interpretation at the elementary school level to interpretive and evaluative comprehension at the middle school and high school levels. The Boston middle school and high school reading objectives reflect the need to teach students these essential skills. For example, at the high school level, students are asked to state or summarize the implied main idea, rather than to recognize it as a multiple-choice answer. In other objectives, students are asked to interpret and evaluate literature according to specific criteria, and to identify propaganda and errors in reasoning. When appropriate, the assessment questions direct students to give supporting evidence for their interpretation or judgment.

For many of the evaluative comprehension objectives, material from the mass media will be appropriate. As active judges, rather than passive viewers of films, television programs and commercials, students can apply their critical thinking skills in relevant and enjoyable ways.

The circle graph on the following page shows the approximate proportions of a balanced reading and listening program.



Narration

- anecdotes
- autobiographies
- ballads
- biographies
- diaries
- epics
- fables
- folk tales
- friendly letters
- journals
- legends
- memoirs
- myths
- narrative nonfiction
- narrative poems
- novellas
- novels (historical, romantic, science fiction, suspense)
- oral histories
- profiles
- short stories (detective, horror)
- tall tales
- telegrams

Lyric

- elegies
- lyric poems
- odes
- songs
- sonnets

Drama

- dialogues
- films
- monologues
- musicals
- plays (in prose and verse)
- revues
- skits
- television and radio programs

Procedure

- contracts
- directories
- forms (application, order, tax)
- guidebooks
- handbooks
- instructions
- manuals
- recipes

Exposition

- books of lists and records
- essays
- expository nonfiction
- feature stories
- magazine articles
- memorandums
- news stories
- newsletters
- précis
- reference books
- reports
- research papers
- speeches
- textbooks

Persuasion

- advertisements
- debates
- editorials (newspaper, television, radio)
- propaganda
- reviews
- speeches
- theses

Writing - The Process, The Craft, Mechanics and Usage

Current research in the teaching of writing supports these conclusions:

1. Prewriting activities and individual writing conferences stimulate students to write.
2. Revising, editing, and peer evaluation are effective in improving writing skills.
3. Students become better writers by writing frequently, by writing about a variety of subjects, by receiving constant supportive attention to their work, and by sharing their writing with others.
4. The teaching of grammar in isolation does not improve a student's writing skills.

These findings are reflected in the high school writing objectives, which, like the K-8 document. balance objectives in mechanics and usage with objectives in the craft of writing. Both sets of objectives are assessed through writing samples in which students apply their writing and usage skills in context.

The writing objectives thus reflect prevailing thinking, which defines several stages of the writing process:

1. Prewriting - preparing to write
2. Composing - writing a rough draft
3. Rewriting, or revising a rough draft
4. Editing and proofreading a rough draft
5. Writing a final version and sharing it with others

These stages are included in sections G., H., and I. The process objectives cannot be assessed in a test and are therefore assessed through teacher observation; the craft and mechanics and usage objectives are assessed through focused holistic scoring (see explanation that follows).

Section F. lists a variety of writing activities suitable for high school students. Since many of these activities are appropriate for several age groups, they have not been separated by grade level.

The majority of the craft-of-writing objectives apply to expository writing. This emphasis reflects the need to develop expository skills, and also the difficulty of defining and reaching agreement on the criteria for effective writing of narrative and descriptive prose and poetry. This concentration on exposition is not meant to suggest that students should avoid other forms of writing; on the contrary, they should be exposed to the full range of writing forms suggested in section F.

Focused Holistic Scoring

The high school writing objectives, like the K-8 objectives, are assessed through focused holistic scoring. Unlike analytical scoring, which involves correcting individual errors, focused holistic scoring involves rating a paper on the basis of specific criteria. A rating between 1-4 is given to students' writing on each of the criteria in sections H and I. For example, a ninth grader's writing sample would be rated on objectives 1-5 in Writing-The Craft and objectives 1-6 in Writing-Mechanics and Usage. Each criterion would be applied to the student's writing, and the paper given a score ranging from 4 if it met the objective completely to 1 if it failed to meet the objective.

Focused holistic scoring is a tool to make the evaluation of students' writing less burdensome for teachers. Since it is much less time-consuming than analytical scoring, it encourages teachers to give students more practice in writing. At the same time, focused holistic scoring gives students specific and useful feedback on the strengths and weaknesses of their writing. When combined with individual writing conferences and peer evaluation, this method of scoring is prescriptive, as well as diagnostic.

PHILOSOPHY AND GOALS

The philosophy of English instruction implicit in these objectives is the maximum development of students' language power - their ability to read, write, speak, study, listen to, and evaluate a wide variety of material.

Language skills develop along a continuum of gradually expanding vocabulary and gradually increasing ability to handle more complex sentence structure, syntax, and meaning. Therefore, the same basic language skills that are developed at the elementary and middle school levels should be applied to more advanced material at the high school level. Students at any position on the continuum can improve their skills. Our goal as educators should be to locate our students on the continuum and teach them in ways that bring about maximum individual growth.

English instruction should continually stress meaning. It should not allow mechanics to become the primary concern. Language skills are not developed for their own sake, but as paths to literacy. These skills are best learned in context, and should be taught in all subject areas, not only in English classes.

This philosophy of English instruction is reflected in the following goals:

General

1. Exposing students to a wide range of written and spoken material: narrative, expository, persuasive, lyric, dramatic, and procedural.
2. Developing students' abilities to evaluate written and spoken material, including their own.
3. Developing students' awareness of multicultural diversity in written and spoken material.
4. Encouraging students to use libraries for reading and research.
5. Encouraging students to use urban resources to locate information and enlarge their perceptions.
6. Helping students to become active evaluators of the mass media.
7. Helping students to build broad vocabularies and to be aware of the changing nature of our language.
8. Helping students to understand the importance of oral and written communication skills in the workplace and other real-life situations.

Reading and Listening Comprehension

9. Building students' abilities to read and listen with three levels of comprehension: literal, interpretive, and evaluative.

10. Encouraging students to read independently for knowledge and pleasure and to develop lifelong reading habits.

11. Encouraging students to relate written and spoken material to their own prior knowledge and experience.

12. Developing students' abilities to read with different strategies for different purposes.

13. Developing students' strategies for understanding unfamiliar words.

14. Developing students' critical thinking and logical reasoning skills.

Written Communication

15. Encouraging students to use legible handwriting and good graphics.

16. Developing students' abilities to revise and edit their writing for content, mechanics, and usage.

17. Developing students' abilities to write clear, effective paragraphs and to adapt their styles to suit the topic, the audience, and the purpose.

18. Developing students' abilities to write in a variety of modes.

Oral Communication

19. Building students' abilities to speak logically, fluently, and grammatically.

20. Building students' abilities to address peer groups successfully and to participate effectively in group discussions and interviews.

HIGH SCHOOL ENGLISH

CURRICULUM OBJECTIVES

Explanation of Symbols

○ Priority objective.

✱ New objective at this grade level.

● New term added to an objective.

GRADE NINE

A. VARIETY OF MATERIAL

① Reading and listening to a wide variety of material appropriate to the ninth-grade level: narrative, expository, persuasive, lyric, dramatic, and procedural (See circle graph in the Introduction). Below is a list of suggested books for grades nine and above.	1. Teacher observation: Is the student reading and listening to a wide variety of material? Students should read at least six books from this list during the year and keep a record of books read.

Author	Title
FICTION	
Adams, Richard	Watership Down
Alcott, Louisa May	Little Women
Alexander, Lloyd	Book of Three
Asimov, Isaac	Fantastic Voyage
Barrett, William E.	Lilies of the Field
Bauer, Marion D.	Shelter from the Wind
Bennett, Jay	Long Black Coat
Blessing, Richard	A Passing Season
Bonnam, Frank	Durango Street
Borland, Hal	When the Legends Die
Bova, Ben	Exiled From Earth
Bradbury, Ray	R Is For Rocket Martian Chronicles
Bradford, Richard	Red Sky at Morning
Burnford, Sheila	Incredible Journey
Butterworth, W.E.	Leroy and the Old Man

GRADE NINE A

Carroll, Lewis	Alice in Wonderland Through the Looking Glass
Childress, Alice	Rainbow Jordan
Collier, James L. and Christopher Collier	My Brother Sam Is Dead
Cormier, Robert	Chocolate War
Daly, Maureen	Seventeenth Summer
Defoe, Daniel	Robinson Crusoe
Dickens, Charles	A Christmas Carol Great Expectations
Doyle, Sir Arthur Conan	Adventures of Sherlock Holmes Hound of the Baskervilles
Euslin, Bernard	Heroes, Gods and Monsters of the Greek Myths
Fast, Howard	April Morning
Forbes, Esther	Johnny Tremain
Forbes, Kathryn	Mama's Bank Account
George, Jean	Julie of the Wolves
Graves, Robert	Greek Gods and Heroes
Greene, Bette	Summer of My German Soldier Morning Is a Long Time Coming (sequel)
Guy, Rosa	Friends
Hall, Lynn	Leaving
Hamilton, Virginia	Justice and Her Brothers (first of a trilogy) Sweet Whispers, Brother Rush
Haugaard, Erik C.	Little Fishes
Heinlein, Robert	Red Planet Starship Troopers

GRADE NINE A

Hentoff, Nat	Jazz Country
Hemingway, Ernest	Old Man and the Sea
Hilton, James	Goodbye, Mr. Chips
Hinton, S.E.	Outsiders That Was Then, This Is Now (sequel) Rumble Fish Tex
Hunt, Irene	No Promises in the Wind
Hunter, Kristin	Guests in the Promised Land Soul Brothers and Sister Lou
Hunter, Mollie	Sound of Chariots
Irwin, Hadley	We Are Mesquakie, We Are One
Kipling, Rudyard	Captains Courageous
L'Engle, Madeleine	Wrinkle in Time
LeGuin, Ursula K.	Wizard of Earthsea
Levitin, Sonia	Mark of Conte
Lipsyte, Robert	Contender
London, Jack	Call of the Wild
McCaffrey, Anne	Dragonflight Dragonquest White Dragon (trilogy)
Mathis, Sharon Bell	Listen for the Fig Tree
Mazer, Harry	Snow Bound
Mazer, Norma Fox	Dear Bill, Remember Me? A Figure of Speech When We First Met
Mohr, Nicholasa	Nilda
Namioka, Lensey	Who's Hu?

GRADE NINE A

O'Dell, Scott	Sarah Bishop Sing Down the Moon
Oneal, Zibby	Language of Goldfish
Peck, Robert	Day No Pigs Would Die
Rawlings, Marjorie Kinnan	Yearling
Rawls, Wilson	Where the Red Fern Grows
Reiss, Johanna	Upstairs Room
Richter, Conrad	Light in the Forest
Richter, Hans	Friedrich
Rockwood, Joyce	To Spoil the Sun
Schaefer, Jack	Shane
Segal, Erich	Love Story
Shulman, Irving	West Side Story
Shute, Nevil	On the Beach
Smith, Betty	A Tree Grows in Brooklyn
Smith, Rukshana	Sumitra's Story
Snyder, Zilpha	Velvet Room
Speare, Elizabeth	Witch of Blackbird Pond
Steinbeck, John	Of Mice and Men Pearl Red Pony
Stevenson, Robert Louis	Kidnapped Treasure Island
Stewart, Mary	Nine Coaches Waiting
Stretton, Barbara	You Never Lose
Taylor, Mildred	Let the Circle Be Unbroken Roll of Thunder, Hear My Cry

Telemaque, Eleanor Wong	It's Crazy to Stay Chinese in Minnesota
Ter Haar, Jaap	Boris
Thomas, Piri	Stories from El Barrio
Tolkien, J.R.R.	Hobbit
Tunis, John R.	His Enemies, His Friend
Twain, Mark	Prince and the Pauper
Uchida, Yoshiko	Journey to Topaz Journey Home (sequel)
Verne, Jules	Around the World in Eighty Days Twenty Thousand Leagues Under the Sea
Walter, Mildred Pitts	Girl on the Outside
Wells, H.G.	Invisible Man War of the Worlds
Wier, Ester	Loner
Yep, Laurence	Dragonwings
Zindel, Paul	Pigman Pigman's Legacy (sequel)

POETRY

Abdul, Raoul, ed.	Magic of Black Poetry
Dunning, Stephen, et al., ed.	Reflections on a Gift of Watermelon Pickle Some Haystacks Don't Even Have Any Needles
Hughes, Langston and Arna Bontemps, eds.	Don't You Turn Back Poetry of the Negro
Jones, Hettie, ed.	Trees Stand Shining: Poetry of the North American Indian

Jordan, June and Terri Bash, eds.	Voice of the Children
Joseph, Stephen M., ed.	Me Nobody Knows: Children's Voices From the Ghetto
Leuders, Edward, ed.	Zero Makes Me Hungry: A Collection of Poems for Today
Peck, Richard, ed.	Sounds and Silence

DRAMA (in single volumes and anthologies)

Benét, Stephen Vincent	Devil and Daniel Webster
Besier, Rudolf	Barretts of Wimpole Street
Blinn, William	Brian's Song
Chayevsky, Paddy	Marty
Druten, John van	I Remember Mama
Fletcher, Lucille	Sorry, Wrong Number
Gibson, William	Miracle Worker
Glaspell, Susan	Trifles
Goodrich, Frances and Albert Hackett	Diary of Anne Frank
Hansberry, Lorraine	Raisin in the Sun To Be Young, Gifted and Black
Jacobs, W.W.	Monkey's Paw
Laurents, Arthur	West Side Story
Rostand, Edmond	Cyrano de Bergerac
Schary, Dore	Sunrise at Campobello
Serling, Rod	Requiem for a Heavyweight
Shakespeare, William	Julius Caesar Midsummer Night's Dream Romeo and Juliet
Sherwood, Robert E.	Abe Lincoln in Illinois

Vidal, Gore	Visit to a Small Planet
Zindel, Paul	The Effect of Gamma Rays on Man-in-the-Moon Marigolds

NONFICTION: Biography, History, Humor, Sports, True Adventure, etc.

Adamson, Joy	Born Free
Anderson, Marian	My Lord, What a Morning
Armstrong, Virginia, ed.	I Have Spoken: American History Through the Voices of the Indians
Ashe, Arthur	Off the Court
Baker, Rachel	First Woman Doctor: Story of Elizabeth Blackwell, M.D.
Bennett, Lerone, Jr.	What Manner of Man: A Biography of Martin Luther King, Jr.
Bleier, Rocky and Terry O'Neil	Fighting Back
Braden, Tom	Eight Is Enough
Braithwaite, E.R.	To Sir, With Love
Brown, Marion and Ruth Crone	Silent Storm
Brownmiller, Susan and William H. Mathews	Shirley Chisholm: A Biography
Butterworth, Emma M.	As the Waltz Was Ending
Campanella, Roy	It's Good to Be Alive
Collier, James	Great Jazz Artists
Curley, Edmund F.	Crispus Attucks - First to Die
Curie, Eve	Madame Curie
Davidson, Margaret	Golda Meir Story
De Kruif, Paul	Microbe Hunters
Demetz, Hana	House on Prague Street

GRADE NINE A

Douglass, Frederick, Barbara Ritchie, ed.	Life and Times of Frederick Douglass
Douty, Esther M.	Forten the Sailmaker: Pioneer Champion of Negro Rights
Eaton, Jeanette	Gandhi: Fighter Without a Sword
Ephron, Delia	Teenage Romance: Or How to Die of Embarrassment
Faber, Doris	Oh, Lizzie! Life of Elizabeth Cady Stanton
Falls, Joe	Boston Marathon
Feelings, Tom	Black Pilgrimage
Frank, Anne	Anne Frank: Diary of A Young Girl
Fritz, Jean	Traitor: Case of Benedict Arnold
Frommer, Harvey	Martial Arts: Judo and Karate
Gibson, Althea	I Always Wanted to Be Somebody
Gilbreth, Frank B., Jr. and Ernestine Carey	Cheaper by the Dozen
Graham, Shirley	Story of Phillis Wheatley: Poetess of the American Revolution
Gunther, John	Death Be Not Proud
Hamilton, Edith	The Greek Way The Roman Way
Hamilton, Virginia	Paul Robeson: Life and Times of a Free Black Man W.E.B. Du Bois: A Biography
Haskins, James	Andrew Young: Man With a Mission I'm Gonna Make You Love Me: Story of Diana Ross
Hautzig, Esther	Endless Steppe: Growing Up in Siberia

GRADE NINE A

Hayden, Robert	Eight Black American Inventors Nine Black American Doctors Seven Black American Scientists
Herriot, James	All Things Bright and Beautiful
Hersey, John	Hiroshima
Heyerdahl, Thor	Kon-Tiki
Jordan, Barbara	Barbara Jordan: A Self-Portrait
Keller, Helen	Story of My Life
Kennedy, John F.	Profiles in Courage
Kherdian, David	Road from Home: Story of an Armenian Childhood Finding Home (sequel)
Killilea, Marie	Karen With Love From Karen (sequel)
Kohn, Bernice	Amistad Mutiny
Landon, Margaret	Anna and the King of Siam
Laure, Jason and Ettagale Laure	South Africa: Coming of Age Under Apartheid
Lee, Laurel	Walking Through the Fire: A Hospital Journal
Le Flore, Ron and Jim Hawkins	One in a Million: Ron Le Flore Story
Lester, Julius	To Be a Slave
Lieberman, Nancy and Harvey Frommer	Basketball My Way
Lindbergh, Charles	Spirit of St. Louis
Liss, Howard	Boston Red Sox: Complete History
Lord, Athena	Spirit to Ride the Whirlwind
Lord, Walter	A Night to Remember
Lund, Doris	Eric

GRADE NINE A

Maxwell, Gavin	Ring of Bright Water
Moody, Anne	Coming of Age in Mississippi
Morris, Jeannie	Brian Piccolo: A Short Season
Morrison, Dorothy N.	Chief Sarah: Sarah Winnemucca's Fight for Indian Rights
Myers, Walter	Legend of Tarik
Newlon, Clarke	Famous Puerto Ricans
Newman, Shirlee P.	Marian Anderson: Lady from Philadelphia
North, Sterling	Rascal
Ortiz, Victoria	Sojourner Truth
Ott, Virginia and Gloria Swanson	Man with a Million Ideas: Fred Jones, Genius Inventor
Papashvily, George and Helen Papashvily	Anything Can Happen
Parks, Gordon	A Choice of Weapons
Peare, Catherine O.	Mary McLeod Bethune
Peck, Richard E.	Something for Joey
Petry, Ann	Harriet Tubman: Conductor on the Underground Railroad Tituba of Salem Village
Reynolds, Quentin	Wright Brothers
Richardson, Ben and William A. Fahey	Great Black Americans
Robeson, Susan	Whole World in His Hands: A Pictorial Biography of Paul Robeson
Robinson, Jackie	I Never Had It Made
Russell, Bill	Go Up for Glory
Sabin, Francene	Women Who Win

Schulke, Flip, ed.	Martin Luther King, Jr.: A Documentary...Montgomery to Memphis
Sterling, Dorothy	Captain of the Planter: Story of Robert Smalls Black Foremothers: Three Lives
Sterne, Emma	Slave Ship
Sullivan, Tom and Derek Gill	If You Could See What I Hear
Valens, E.G.	Other Side of the Mountain Other Side of the Mountain: Part 2
Waite, Helen Elmira	How Do I Love Thee: Story of Elizabeth Barrett Browning
Washington, Booker T.	Up from Slavery
Webb, Sheyann and Rachel W. Nelson	Selma, Lord, Selma: Girlhood Memories of the Civil Rights Days
Wong, Jade Snow	Fifth Chinese Daughter
Zaharias, Babe Didrikson	This Life I've Led: An Autobiography

B. LITERAL COMPREHENSION

Reading/Listening for the Explicit Meaning

① Reading fiction, poetry, and nonfiction at ninth-grade level with good literal comprehension.

1. The student should be able to answer correctly several comprehension questions on a passage similar to this one (see B-2, B-3, and B-4).

At daylight I was half wakened by the sound of chopping. Again it was so even in texture that I went back to sleep. When I left my bed in the cool morning, the boy had come and gone, and a stack of kindling was neat against the cabin wall. He came again after school in the afternoon and worked until time to return to the orphanage. His name was Jerry; he was twelve years old, and he had been at the orphanage since he was four. I could picture him at four, with the same grave gray-blue eyes and the same--independence? No, the word that comes to me is "integrity."

The word means something very special to me, and the quality for which I use it is a rare one. My father had it--there is another of whom I am almost sure--but almost no man of my acquaintance possesses it with the clarity, the purity, the simplicity of a mountain stream. But the boy Jerry had it. It is bedded on courage, but it is more than brave. It is honest, but it is more than honesty. The ax handle broke one day. Jerry said the woodshop at the orphanage would repair it. I brought money to pay for the job and he refused it.

"I'll pay for it," he said. "I broke it. I brought the ax down careless."

"But no one hits accurately every time," I told him. "The fault was in the wood of the handle. I'll see the man from whom I bought it."

It was only then that he would take the money. He was standing back of his own carelessness. He was a freewill agent and he chose to do careful work, and if he failed, he took the responsibility without subterfuge.

"A Mother in Mannville,"
Marjorie Kinnan Rawlings

2. Identifying a writer's or speaker's expressed main idea, i.e., paraphrasing or summarizing the main idea.	2a. After reading "A Mother In Mannville:" What is the main idea expressed in example B-1? Summarize it in your own words.

	2b. After reading a book of fiction or nonfiction: What is the main idea expressed in Chapter 1? Summarize it in your own words. 2c. After reading a newspaper article, magazine article, or essay: What is the main idea expressed in this article (essay)? Summarize it in your own words.
③ Identifying supporting ideas or details (explicit character traits, main events, facts, etc.).	3a. What is a supporting idea expressed in example B-1? Summarize it in your own words. 3b. After reading a book of fiction or nonfiction: What is a supporting idea or detail expressed in chapter 1? Summarize it in your own words. 3c. After reading a newspaper article, magazine article, or essay: What is a supporting idea or detail expressed in this article (essay)? Summarize it in your own words.
④ Identifying types of logical order: chronological order (the order in which things happen or are done), spatial order (the order of space or position), or order of importance.	4. After reading the essay in which this paragraph appears: Which type of order is used in this paragraph: chronological, spatial, or order of importance? The committee gave several reasons to explain why it had voted against the proposed design for the civic auditorium. All the committee members objected strongly because the archi-

	tect had planned for only seven hundred seats, when the city had asked for fifteen hundred. In addition, the proposed building seemed to take up too much of the city park. Furthermore, some members worried that the design might look too harsh next to the old-fashioned buildings already in the park. Worst of all, the new building would cost 50 percent more than the budget allowed.
C. INTERPRETIVE COMPREHENSION Reading/Listening "Between the Lines" ① Identifying a literary genre (novel, short story, myth, fable, biography, autobiography, diary, editorial, essay, speech, narrative poem, epic, sonnet, comedy, tragedy, etc.)	1a. After reading A Choice of Weapons, by Gordon Parks, or The Spirit of St. Louis, by Charles Lindbergh: To which literary genre does this book belong? 1b. After reading Madame Curie, by Eve Curie, or Brian Piccolo: A Short Season, by Jeannie Morris: To which literary genre does this book belong?
② Identifying a writer's or speaker's implied main idea, i.e., stating or summarizing the implied main idea (applies to fiction, poetry, and nonfiction).	2a. After reading the essay in which this passage appears: What is the main idea implied in this passage? Summarize it in your own words. I almost skipped this item. I do not read reports of personal tragedies which are printed in newspapers. They may attract the curious, but in a world tottering toward another war, of what importance is a lover's death or a child's disappearance? But a

subheading held my eye: "Posse Holds Hands." I began to read.

It appeared that a young child had been lost in a thicket. The parents frantically summoned friends to aid them in their search for the child. Twenty hours had passed and the child might die from exposure. The police joined the search. Neighbors gathered and looked. Every bush was carefully examined, but the child was not to be found. Precious hours passed. The parents and their army of searchers grew more desperate.

Suddenly one old lady called out, "Why don't we all hold hands in one huge circle. Then we'll be sure we have covered every inch of ground." The suggestion was adopted. The neighbors, friends and police joined hands and moved forward cautiously.

In less than an hour, the crumpled body of the child was discovered. It was dead. The father cried out in anguish. "O God, why didn't we join hands sooner!"

I was stunned by the story. Here was the perfect aphorism for our troubled international scene. This story belongs on the editorial page, I thought to myself. And so I have written it here, as though the stricken father had uttered a cry on behalf of all the peoples of the world. For it is not yet too late to save the next generation of children....

"An Editorial Lost in a News Item," Between You and Me, Louis Nizer

2b. What is the moral or lesson to be learned from this fable?

The Man and His Two Wives

In the old days, when men were allowed to have many wives, a middle-

	aged man had one wife that was old and one that was young; each loved him very much, and desired to see him like herself. Now the man's hair was turning grey, which the young wife did not like, as it made him look too old for her husband. So every night she used to comb his hair and pick out the white ones. But the elder wife saw her husband growing grey with great pleasure, for she did not like to be mistaken for his mother. So every morning she used to arrange his hair and pick out as many of the black ones as she could. The consequence was the man soon found himself entirely bald. Aesop
③ Identifying a writer's or speaker's purpose: to inform, persuade, inspire, or entertain (applies to fiction, poetry, and nonfiction).	3a. In example 2a, what is the writer's purpose? 3b. In example 2b, what is the writer's purpose? There may be more than one purpose.
④ Inferring characterization from a character's actions, thoughts, and words and the author's commentary (applies mainly to fiction).	4a. After reading "A Mother in Mannville:" In this story, Jerry lies about having a mother. What does this lie reveal about his character? 4b. After reading Shane, by Jack Shaefer: Describe several character traits Shane displays in the novel. Give supporting evidence for your answer, by referring to specific actions that illustrate these traits.
⑤ Inferring cause and effect relationships (applies mainly to fiction and nonfiction).	5a. After reading the drama, The Miracle Worker, by William Gibson: Describe the method of instruction Annie Sullivan uses to teach Helen Keller the meaning of language. Refer to specific events in the play.

5b. After reading the essay, "How to Read Faster," by Bill Cosby (see pages 160-161):

List three methods that can help a person read faster.

5c. After reading the novel, Great Expectations, by Charles Dickens: In the beginning of the novel, Pip assists an escaped convict. How does this episode affect Pip's future?

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⑥ Drawing conclusions from a given content (applies to fiction, poetry, and nonfiction).

6. After reading this poem:

What are "the hard bodies?" What are "Those soft shapes/shadowy inside/the hard bodies?" What does the poet mean by the question, " - are they their guts or their brains?"

A tourist came in from Orbitville,
parked in the air, and said:

The creatures of this star
are made of metal and glass.

Through the transparent parts
you can see their guts.

Their feet are round and roll
on diagrams--or long

measuring tapes--dark
with white lines.

They have four eyes.
The two in the back are red.

Sometimes you can see a 5-eyed
one, with a red eye turning

on the top of his head.
He must be special--

the others respect him,
and go slow,

when he passes, winding
among them from behind.

	They all hiss as they glide, like inches, down the marked tapes. Those soft shapes, shadowy inside the hard bodies--are they their guts or their brains? "Southbound on the Freeway," May Swenson
⑦. Predicting logical outcomes, i.e., the next occurrence, the ending, or a likely occurrence after the ending (applies mainly to fiction).	7a. After reading to designated point in "The Ransom of Red Chief," by O. Henry: How do you think Ebenezer Dorset will answer the kidnappers' ransom note? Give supporting evidence for your answer. 7b. After reading Act II of Raisin in the Sun, by Lorraine Hansberry: Walter Lee Younger has just lost the money his mother gave him to buy a business. What do you think he will do in Act III? Give supporting evidence for your answer. 7c. After reading the drama West Side Story, by Arthur Laurents: The play concludes with Tony's tragic death. What prediction can you make about the future relationship between the Jets and the Sharks? Give supporting evidence for your answer.
⑧. Identifying and giving examples of the elements of the short story and longer works of fiction: plot, subplot, character (protagonist/antagonist), theme, setting, tone (author's attitude toward a subject), mood (atmosphere of a passage or work), rising action, climax, falling action, resolution (dénouement).	8. After reading Romeo and Juliet, by Shakespeare: a. Summarize the plot of the play. b. Identify the major characters and classify them as protagonists or antagonists.

9. Identifying and giving examples of conflict in fiction and nonfiction: people vs. people, people vs. society, people vs. nature or the environment, people vs. themselves, people vs. fate or the supernatural.	9a. After reading The Miracle Worker: Identify and describe several conflicts in the play. 9b. After reading The Old Man and the Sea, by Ernest Hemingway: Identify the major conflict in the novel.
10. Identifying and giving examples of figurative language in fiction, poetry, and nonfiction: simile, metaphor, alliteration, onomatopoeia, personification, hyperbole (exaggeration).	10. Identify examples of metaphor, personification, onomatopoeia, and alliteration in this poem. typewriter: a mouthful of teeth chattering afraid to be quiet a pencil can lie down and dream dark and silver silences "Ways of Composing," Eve Merriam
11. Identifying and giving examples of literary techniques in fiction, poetry, and nonfiction: flashback, foreshadowing, imagery, symbolism, satire.	11a. After reading the short story, "The Scarlet Ibis," by James Hurst: What does the scarlet ibis symbolize? 11b. After reading the novel, The Pearl, by John Steinbeck: Throughout the first half of the novel, what does the pearl symbolize to Kino? At the end of the novel, what does the pearl symbolize to him?
12. Identifying and giving examples of types of irony in fiction, poetry, and nonfiction: verbal irony (including sarcasm and understatement), dramatic irony, and irony of situation.	12a. After reading A Raisin in the Sun, by Lorraine Hansberry: 1. Why is this comment by Asagai ironic? "Ah, I like the look of packing crates! A household in preparation for a journey!" 2. What type of irony does the comment illustrate?

	12b. After reading "The Gift of the Magi," by O. Henry: 1. Describe the ironic ending of this story. 2. What type of irony does the ending illustrate?
13. Identifying and giving examples of points of view in fiction, poetry, and nonfiction: first-person, third-person limited, and omniscient.	13. After reading The Old Man and the Sea: What point of view is used in this novel?
14. Distinguishing between fact and opinion (applies mainly to written or spoken nonfiction material).	14. Classify each sentence in this book review either fact or opinion. (1) The Light in the Forest is a novel written by the twentieth-century American author, Conrad Richter. (2) It is one of the most honest novels about the life of the American Indian which has ever been written. (3) The central character is True Son, a white boy who, as the book progresses, is raised by the Indians. (4) When he reaches the age of fifteen, all white prisoners have to return to their families. (5) True Son goes to live with white people whom he has come to regard as his enemies. (6) The author has done a truly exceptional job of making the reader feel True Son's anguish and tension in making his adjustment. (7) The author has also made a great deal of skillful use of symbolism in the story. (8) On the whole, this book deserves the title of classic in American Literature. (9) An edition was published in 1966 by Albert Knopf, Inc. (10) This edition was illustrated by the artist, Warren Chappell.

D. EVALUATIVE COMPREHENSION

Reading/Listening with Critical Insight

① Relating grade-appropriate fiction, poetry, and nonfiction to one's own prior knowledge and experience.	1a. After reading Anne Frank: The Diary of a Young Girl: Have you ever encountered prejudice, as Ann Frank did, because of your age, sex, race, or religion? Compare your experience with Ann's. 1b. After reading Around the World in Eighty Days, by Jules Verne: Have you ever attempted, as Phileas Fogg did, something that everyone doubted you could do? Did you succeed? Compare your experience with Phileas Fogg's. 1c. After reading The Story of My Life, by Helen Keller, or It's Good to Be Alive, by Roy Campanella: Have you ever overcome a disability, as Helen Keller (Roy Campanella) did, or known anyone else who overcame one? Compare your experience with Helen Keller's (Roy Campanella's).
② Evaluating written and spoken material according to specific criteria.	2. After reading a particular novel, short story, or play: Was the ending believable? Give supporting evidence for your judgment.
③ Identifying a writer's or speaker's bias or prejudice (applies mainly to written or spoken nonfiction material).	3a. After reading the essay in which this passage appears: In this passage, what bias or prejudice does the writer reveal? The major television networks present a number of domestic comedies each evening during prime time viewing. Humorous, taunting remarks

are made about parent-children relations. Single men and women in various romantic involvements are also portrayed frequently. The whole tone of these shows is lighthearted and generally mindless, thus reflecting the non-intellectual tastes of most viewers.

3b. Identify examples of bias or prejudice in written and spoken material.

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④ Comparing, contrasting, and evaluating two accounts of the same event or views of the same issue (applies only to written or spoken nonfiction material).

4. These two newspaper articles describe the same event. How are they similar? How are they different? Which article is biased and which is unbiased? Give supporting evidence for your answer.

Account A

'Healthy' Jamie in for checkup

BRIDGEWATER - Jamie Fiske, one of the country's youngest liver transplant recipients, flew with her parents to Minneapolis for a checkup yesterday for the first time since she received the life-saving organ there last November.

The 14-month old tot, in a print dress with a bow under her ruffled collar, waved and smiled to photographers at Logan International Airport.

"We're really encouraged that we're taking her back in a healthy condition," Charles Fiske of Bridgewater said of his daughter.

"We can hardly wait to see the look on people's faces out there."

Fiske said the girl's appearance has improved dramatically since she returned home to Bridgewater on Dec. 16. She has gained three pounds and now weights 19 pounds.

"She is a different girl," Fiske said.

The trip is for Jamie's scheduled three-month checkup at the University of Minnesota Hospitals.

"If there were going to be any major problems that were critical, they will happen during this three-month period," Fiske said. "This evaluation is the final sign-off from the hospital that she is really out of the woods."

During the three or four days she will spend in Minneapolis, Jamie will have a liver biopsy and a scan to check how well her new liver is working.

Jamie was born with biliary atresia and underwent surgery twice before doctors determined that she would die without a new liver. She entered the Minneapolis hospital last Sept. 15 to wait for a donor organ.

She got that new liver after her father made an emotional plea to a convention of pediatricians in New York. Without the transplant, doctors said, Jamie would have died by Thanksgiving.

Account B

Jamie's got a new look--baby fat

The last time Jamie Fiske flew from Boston to Minneapolis, she was fighting for her life.

Yesterday, as Jamie arrived at Logan airport to make the trip again, her chubby-cheeked smile gave testament to the liver transplant that made her fight a victory.

In the six weeks and four days since her triumphant homecoming Dec. 16, Jamie's formerly pencil-thin arms and legs have become plump and properly endowed with baby fat.

The big blue eyes and wide smile familiar to millions of Americans who watched her struggle for survival now accentuate a creamy-skinned face--a far cry from the thin, sallow baby of pre-transplant days.

"She weights 19.55 pounds," said Jamie's father, Charles Fiske. "We figure she's been putting on about three-quarters of a pound each week. It's been a real steady increase."

"She's alert and smiling all the time," he said, watching as Jamie hammed for the cameras with her usual poise. "She's a lot stronger so she can be a lot more curious about things, grabbing and picking things up."

During this first comprehensive check-up since the life-saving transplant last Nov. 5, Jamie will have a liver biopsy and a scan to check on her liver's performance. If all goes well, the Fiskes will return home to Bridgewater Thursday or Friday.

"If there were going to be any major problems that were critical, they will happen during this three-month period," Fiske said. "This evaluation is the final sign-off from the hospital that she is really out of the woods."

Jamie was born with incurable biliary atresia, a condition which causes bile to back up into the liver, making digestion and elimination of the body's toxic wastes impossible.

Doctors said she would not have lived to see her first birthday last Nov. 26 without a successful transplant.

Yesterday, Charles and Marilyn Fiske were thankful to be returning to University of Minnesota Hospitals with a healthy daughter.

"We're really encouraged that we're taking her back in a healthy condition," said Fiske, watching his 2½-year-old son, Daren, feed Jamie a piece of an animal cracker. "We can hardly wait to see the look on people's faces out there."

⑤ Distinguishing between the following kinds of written and spoken material: --clear and unclear --complete and incomplete --accurate and inaccurate --logical and illogical	5. Which of the following statements is(are) illogical? Explain your answer. a. You gotta have a lotta unemployed so people won't have all this money to show off with, to buy a lotta things they're better off without, like new homes, appliances, and fancy foods and clothes. When them items start gatherin' dust, the prices'll come down, inflation'll be over, and who's ever left can laugh and live cheap. b. I had a terrible day. My alarm clock didn't go off, so I missed my first-period test. I forgot my hockey equipment and couldn't practice with the team. To top things off, I lost my MBTA pass and had to stand in line to buy a token. Tomorrow just has to be better! c. Rich countries have a responsibility to help poor countries. Many rich countries have shared their wealth equally with poor countries and have succeeded in eliminating poverty wherever they have found it. It seems reasonable that more rich countries should do the same.
⑥ Distinguishing between related supporting ideas or details and unrelated ideas or details (applies mainly to written or spoken nonfiction material).	6. Which of the following statements contain(s) an idea or detail that is unrelated to the main idea?

	6a. O. Henry's short stories are noted for their surprise endings. The author once served a prison term for embezzlement. "The Cop and the Anthem" and "The Last Leaf" are two of his tales that conclude unexpectedly. 6b. Whenever Tom travels on business, he always calls his wife at the end of the day. The humidity during the Miami convention was unbearable, and when Tom did not call home for two days, his wife started to worry. 6c. People who sing and talk to plants are actually helping the plants to grow better. The reason is simple - the singers and talkers exhale carbon dioxide, which plants need to survive and thrive.
7. Identifying and giving examples of propaganda techniques: loaded words, card-stacking, name-calling, testimonials, repetition, glittering generalities, bandwagon, plain folks, transfer, snob appeal.	7. After reading the magazine advertisements in which these passages appear: a. Which propaganda techniques are used in this passage? Stevie Wonder takes his music home from the studio on TDK. Because he knows that TDK tape records and captures everything he creates...and gives it back to him playback after playback after playback...All TDK audio cassettes are designed to capture the wonder of the creative mind. That's why Stevie Wonder wouldn't think of using any other cassette. b. Which propaganda technique is used in this passage? "For 16 years we've been Save the Children sponsors...The cost is

	so little. The need is so great. Won't you join us as Save the Children sponsors?" Paul Newman and Joanne Woodward 7c. Identify the loaded words used in example D-3a.
* 8. Identifying kinds of stereotyping: sex, age, race, occupation, nationality, religion, etc.	8a. Identify the kinds of stereotyping revealed in this quotation and give examples of the stereotypes. "What's wrong with this? It looks like representative government to me. Salvatory--Feldman--O'Reilly and Nelson. You got an Eyetalian, a Jew, an Irishman and a regular American. That's what you call a balanced ticket.... Now, for instance, you got Feldman for treasurer. That's perfect. Them people know how to handle money, y'know what I mean? Then you got Salvatory for District Attorney--to keep an eye on Feldman. And let me tell you about them Eyetalians--when you do find an honest one, you really got something! Then you got O'Reilly to make sure the graft is equally distributed--and you get Nelson, an American, to do the TV appearances, to make the rest of them look respectable." The Wit and Wisdom of Archie Bunker 8b. Identify examples of stereotyping in written and spoken material.
E. VOCABULARY BUILDING 1. Expanding personal vocabulary through listening, reading, content area study, and other experiences.	1. Assessed in literal reading comprehension (B-1, B-2, B-3, and B-4), in the use of words in writing (H-4), and in the use of words in speaking (K-7).

② Identifying the meanings of unfamiliar words by using context clues.	2a. After reading "One Ordinary Day, with Peanuts," by Shirley Jackson: In this passage, what is the meaning of unadorned? She was extremely cross and the frown between her eyes seemed well on its way to becoming permanent. She had obviously awakened late, because she had not spent any extra time in making herself look pretty, and her dress was plain and unadorned with collar or brooch, and her lipstick was noticeably crooked. She tried to brush past Mr. Johnson, but, risking her suspicious displeasure, he took her arm and said, "Please wait." 2b. In example B-1, what is the meaning of integrity? subterfuge?
③ Identifying the appropriate meanings of words with multiple meanings by using context clues or a dictionary.	3. In example E-2a, what is the meaning of cross?
④ Identifying the meanings of unfamiliar words by analyzing prefixes, suffixes, and roots.	4. Divide these words into prefixes, suffixes, and roots and define the words. a. Wanda believes in mental telepathy. b. The posthumous book became a best seller. c. I enjoy tracing genealogies. d. Did you receive a retroactive check?
⑤ Identifying synonyms and antonyms for words in context.	5a. After reading Fifth Chinese Daughter, by Jade Snow Wong:

	In this passage, what is a synonym for reared? united? 5b. In this passage, what is an antonym for talkative? constantly? From infancy to my sixteenth year, I was reared according to nineteenth-century ideals of Chinese womanhood. I was never left alone, though it was not unusual for me to feel lonely, while surrounded by a family of seven others, and often by ten (including bachelor cousins) at meals. My father (who enjoyed our calling him Daddy in English) was the unquestioned head of our household. He was not talkative, being preoccupied with his business affairs and with reading constantly otherwise. My mother was mistress of domestic affairs. Seldom did these two converse before their children, but we knew them to be a united front, and suspected that privately she both informed and influenced him about each child.
⑥ Identifying synonyms by using a thesaurus.	6. Using a thesaurus, write four synonyms for different.
⑦ Identifying the connotations (suggested meanings) of words.	7. After reading the essay in which this passage appears: What is the connotation of persevering? puny? "Coach Temple! Coach Temple!" Wilma Rudolph was crying as sister Tigerbelles, other athletes and photographers mobbed her. She was the World's Queen of Track, flooding out tears of gratefulness for Coach

	Temple's long persevering training, and for her mother's determination that a puny, crippled daughter must walk. "The Girl Who Wouldn't Give Up," The Rotarian, Alex Haley
8. Distinguishing between homonyms by using context clues.	8. Identify the correct homonym to use in this sentence. One of the (principals, principles) of effective student government is representation by all homerooms in the school.
9. Distinguishing between other commonly confused words by using context clues.	9. Identify the correct word to use in this sentence. The Old Man and the Sea is a shorter novel (than, then) Kidnapped.
10. Identifying the meanings of unfamiliar words by using a dictionary.	10. Using a dictionary, define phenomenal. Ramon's story was phenomenal.
11. Identifying the pronunciations of words by using a dictionary.	11. Using a dictionary, write the pronunciation of phenomenal and pronounce the word aloud.
12. Identifying the etymologies (derivations) and meanings of words by using a dictionary.	12. Using a dictionary, write the etymology and meaning of tantalize. Whenever Karen visits the North End, she is tantalized by the aroma of freshly baked bread.

F. VARIETY OF WRITING

① Writing frequently and in a variety of modes: descriptive, expository, narrative, persuasive, lyric, dramatic, and procedural. Below is a list of suggested writing activities for students in grades 9-12. From this list, teachers should select the activities most appropriate for their students.

- acrostics
- advertisements, (print):
  - idea
  - product
  - service
- anagrams
- anecdotes
- autobiographies
- bibliographies
- biographies
- book reports
- brain teasers
- children's stories
- codes
- comparative analyses
- computer programs
- contracts
- debate scripts
- definitions
- dialogues
- diaries
- dictionaries
- directions
- directories
- dreams
- epitaphs
- essays:
  - descriptive
  - expository
  - narrative
  - persuasive
- eulogies
- evaluations
- fables
- fantasies
- folk tales
- forms:
  - financial aid
  - job application
  - order
  - tax
  - voter registration
- greeting cards
- handbooks
- impressions
- jingles
- jokes
- journals
- labels
- laws
- legal briefs
- legends
- letters: business
  - acknowledgement and appreciation
  - adjustment
  - college or school application
  - complaint
  - follow-up
  - inquiry
  - job application
  - order

1. Teacher observation: Is the student writing frequently and in the seven modes? Students should keep cumulative writing folders during the year.

GRADE NINE F

- request
- letters: friendly
  - acceptance
  - congratulations
  - fan
  - invitation
  - regret
  - social
  - sympathy
  - thank you
- letters to the principal
- librettos
- lists
- literary analyses
- lyric poetry:
  - cinquains
  - couplets
  - elegies
  - haiku
  - hymns
  - limericks
  - odes
  - songs
  - sonnets
- magazine articles
- memoirs (of self and others)
- memorandums
- monologues:
  - comic
  - dramatic
- myths
- narrative poetry:
  - ballads
  - epics
- newsletters
- newspapers:
  - cartoon captions
  - classified advertisements
  - columns (advice, sports, nutrition, etc.)
  - comic strip dialogue
  - crossword puzzles
  - editorials
  - feature stories
  - fillers
  - headlines
  - horoscopes
  - interviews
  - letters to the editor
  - news stories
  - obituaries
  - sports stories
- notes
- novels
- oral histories
- outlines
- palindromes
- parables
- paraphrases
- parodies
- picture captions
- plays (one or more acts):
  - comedy
  - drama
- posters
- précis (concise summaries of books, articles, etc.)
- predictions
- profiles
- proverbs
- puns
- questionnaires
- questions
- quizzes
- quotations
- recipes
- research papers
- research reports
- resolutions
- résumés
- reviews:
  - art exhibition
  - book
  - film
  - live performance
  - record
  - restaurant
  - television

GRADE NINE F

- riddles
- rules
- satire
- science fiction
- short stories
- speeches:
  - announcement
  - campaign
  - commencement
  - introduction
  - victory
- summaries
- tall tales
- technical writing:
  - description of an object
  - explanation of a process
  - explanation of how a mechanism works
  - set of instructions
- telegrams
- testimonials
- tests (questions and answers):
  - analogy
  - essay
  - matching
  - multiple choice
  - sentence completion
- theses
- transcriptions (from dictation, records, tapes)
- translations
- travel itineraries
- wills
- yearbooks

G. WRITING - THE PROCESS

① Prewriting-preparing to write with one or more of the following activities:

- --brainstorming
- --clustering ideas, i.e., grouping ideas as they occur
- --selecting and limiting a topic
- --outlining
- --note-taking
- --interviewing
- --researching
- --timed free-flow writing
- --examining writing models

② Composing-writing a rough draft.

③ Rewriting, or revising a rough draft (referring to H. Writing - The Craft, objectives 1-5, which follow).

④ Self-editing and proofreading a rough draft (referring to I. Writing - Mechanics and Usage, objectives 1-6, which follow).

For editing marks and an example of a corrected essay, see Appendix A, pages 156-159.

⑤ Writing a final draft and sharing writing with others:

- --oral reading to classmates
- --class notebook or magazine
- --bulletin board
- --school newspaper
- --school literary magazine
- --local newspaper (letter to the editor, etc.)
- --commercial student magazine
- --public display (School Committee building, etc.)

1-5 Assessed through teacher observation and conferences with students.

H. WRITING - THE CRAFT

① Composing effective paragraphs:

--beginning paragraphs strongly, with topic or lead-in sentence, and concluding paragraphs effectively
--unifying paragraphs by relating sentences within each paragraph to the topic sentence or the main idea
--giving coherence to paragraphs by using logical order (chronological, spatial, or order of importance)
--giving coherence to paragraphs by using transitional words and phrases:

- chronological: before, after, while, when, first, second, finally, etc.

- spatial: in the center, at the right, beside, opposite, in the distance, below, etc.

- order of importance: also, because, in addition, furthermore, least, most of all, as a result, etc.

② Staying focused on the topic and the purpose; writing with awareness of intended readers.

③ Achieving sentence variety, e.g., using different sentence beginnings, different sentence lengths, different sentence types (interrogative, exclamatory, compound, complex, etc.), and direct quotations.

④ Using vivid, precise, and appropriate words (concrete nouns, specific verbs and adjectives, sensory details, etc.).

1-5 Assessed through focused holistic scoring (see Introduction), conferences with students, and peer evaluation of multi-paragraph pieces of original writing (See list of suggested writing activities in F-1.)

5. Using figurative language (similes, metaphors, etc.) and literary techniques (flashback, foreshadowing, etc.). For a sample essay and explanations of the 5 objectives above, see Appendix B, pages 160-162.	
I. WRITING - MECHANICS AND USAGE	
1. Using legible handwriting (cursive or italic) and good graphics (spacing, margins, general neatness, paragraph indenting).	1-6 Assessed through focused holistic scoring of multi-paragraph pieces of original writing and transcriptions from dictation, tapes, etc. (See list of suggested writing activities in F-1).
2. Using correct spelling of noun plurals, homonyms and other commonly confused words, etc.	
3. Using correct mechanics: capitalization and punctuation, including contractions and possessives.	
4. Avoiding common usage errors: --subject/verb disagreement --inconsistent verb tenses --incorrect verb tenses --incorrect pronoun case --incorrect pronoun reference --incorrect comparative and superlative adjective forms --misplaced modifiers --dangling participles	
5. Using standard English: avoiding double negatives, slang, etc.	
6. Avoiding sentence fragments and run-on sentences.	

⑦ Using the correct forms for friendly letters (heading/salutation/body/closing/signature); business letters (heading/inside address/salutation/body/closing/signature); and envelopes.	7. Assessed through teacher observation and evaluation.

J. LANGUAGE STRUCTURE

Patterns and Nomenclature of English

① Identifying the eight parts of speech.	1. Label each part of speech in this sentence. Movie biographies have always been a popular form of entertainment.
② Identifying parts of the sentence: subjects and predicates, direct and indirect objects, and subject complements (predicate nominative and predicate adjective).	2a. Label the subject, predicate, direct, and indirect objects. These films give us fascinating glimpses into the lives of well-known personalities. 2b. Label the predicate nominative in number 1.
3. Identifying verbals and verbal phrases: gerund, participial, and infinitive.	3. Label the verbal and verbal phrase in this sentence (gerund, participial or infinitive). Playing dramatist Lillian Hellman in Julia, Jane Fonda shared the screen with Vanessa Redgrave.
④ Identifying prepositional and appositive phrases.	4. Label the prepositional and appositive phrases in this sentence. Al Pacino portrayed Serpico, a policeman who fought corruption within his own department, an undercover division.

⑤ Identifying independent and dependent clauses (adjective, adverb, and noun).	5. Label the independent and dependent clauses (adjective, adverb, or noun) in this sentence. Although Lady Sings the Blues was only her first film, Diana Ross gave a very convincing performance as Billie Holiday.
6. Identifying essential (restrictive) and nonessential (nonrestrictive) clauses.	6. Label the essential and nonessential clauses in this sentence. James Earl Jones, who played boxer Jack Jefferson in The Great White Hope, received an Academy Award nomination that delighted him.
⑦ Classifying sentences according to structure: simple, compound, complex, and compound/complex.	7. Label this sentence simple, compound, complex, or compound/complex. When Sissy Spacek impersonated Loretta Lynn in Coal Miner's Daughter, she sang all of the songs herself.
⑧ Classifying sentences according to purpose: declarative, interrogative, imperative, and exclamatory.	8. Label this sentence declarative, interrogative, imperative, or exclamatory. George C. Scott's performance in Patton was really outstanding!
⑨ Identifying verb tenses (present, past, future, present perfect, past perfect, future perfect) and the past participles of verbs.	9. In this sentence, label the verb tense (present, past, future, present perfect, past perfect, or future perfect) and the past participle of the verb. I have just seen Gandhi, an unforgettable film about the nonviolent political leader.

K. SPEAKING Oral Reading, Discussion, and Presentation of Material Appropriate to Ninth-Grade Level	
① Reading aloud with fluency and accuracy.	1-9 Assessed through teacher observation and evaluation.
② Reading with dramatic expression.	
③ Speaking audibly and clearly, with appropriate pace and phrasing.	
4. Reciting a memorized passage (speech, monologue, poem, etc.) with accuracy and expression.	
⑤ Exchanging ideas in small- and large-group discussions.	
⑥ Answering and asking questions clearly and concisely.	
⑦ Making an oral presentation on a prepared topic: --speaking audibly, expressively, and clearly --presenting ideas in a logical sequence --beginning and concluding the presentation strongly --relating supporting ideas to a theme or topic --staying focused on the topic and the purpose (to inform, persuade, inspire, or entertain) --showing awareness of the audience	

--using vivid, precise, and appropriate words

--using figurative language (similes, metaphors, etc.) and literary techniques (flashback, irony, etc.) when appropriate (Note: these criteria parallel the objectives for H. Writing - The Craft, at this level.)

8. In formal verbal interactions, minimizing common usage errors:

--incorrect noun plurals
--subject/verb disagreement
--incorrect verb tenses
--inconsistent verb tenses
--incorrect pronoun case
--incorrect pronoun reference
--incorrect comparative and superlative adjective forms
--double negatives
--slang
--run-on sentences

9. Using body language effectively in public speaking, e.g., appropriate posture, eye contact with audience, facial expression, and gestures.

L. STUDY SKILLS

Locating, Organizing, and Retaining Information, and Improving Test-Taking Skills

1. Following and giving written and oral directions.

1-10 Assessed through teacher observation and evaluation.

2. Varying reading speed and method according to one's purpose:

   --skimming for the main idea
   --scanning for specific information
   --reviewing to retain content
   --mastering to memorize information

3. Using parts of a book to find information: title page, copyright page, preface, forward, or introduction, table of contents, list of illustrations, appendix, glossary, bibliography, and index.

4. Locating information in reference books: dictionary, thesaurus, encyclopedia, almanac, yearbook, atlas, biographical reference book, literature reference book, reference book about authors, Readers' Guide to Periodical Literature, etc.

5. Locating information in a school or public library by using signs, the layout map, card and book catalogues, the vertical file, the Dewey decimal system, and the Library of Congress system.

6. Locating information in a public library by using microfilm catalogues, microfilm, and microfiche readers.

7. Writing a research report (two to four pages) that combines written material from three to five sources:

   --selecting and limiting a topic
   --gathering information
   --writing bibliography cards
   --taking notes
   --writing an outline

- --writing a rough draft
- --writing footnotes
- --writing a bibliography
- --writing a final draft
- --avoiding plagiarism

8. Improving general test-taking skills:

- --previewing the test
- --budgeting time wisely (according to length of test)
- --following directions, e.g., filling out personal information correctly
- --knowing when to guess
- --checking that numbered answers on answer sheet correspond to numbered questions on test
- --reviewing answers

9. Improving specific test-taking skills:

- --Interpreting the following essay test terms:
  classify, categorize, define,
  trace, describe, illustrate,
  compare and contrast, explain,
  discuss, interpret, analyze
- --reading the follow-up questions first on reading comprehension tests

10. Categorizing careers by the degree of English skills required, i.e., reading, writing, speaking, and listening.

GRADE TEN

A. VARIETY OF MATERIAL

1. Reading and listening to a wide variety of material appropriate to the tenth-grade level: narrative, expository, persuasive, lyric, dramatic, and procedural (See circle graph in the Introduction). Below is a list of suggested books for grades ten and above.	1. Teacher observation: Is the student reading and listening to a wide variety of material? Students should read at least seven books from this list during the year and keep a record of books read.

Author	Title
FICTION	
Alexander, Lloyd	Westmark
Anaya, Rudolfo	Bless Me, Ultima Tortuga
Baudouy, Michele-Aime	More Than Courage
Boulle, Pierre	Planet of the Apes
Bradbury, Ray	Fahrenheit 451
Bradshaw, Gillian	Hawk of May Kingdom of Summer In Winter's Shadow (trilogy)
Brancato, Robin	Winning
Brashler, William	Bingo Long Traveling All-Stars and Motor Kings
Bridgers, Sue Ellen	Home Before Dark
Bronte, Charlotte	Jane Eyre
Bronte, Emily	Wuthering Heights
Brooks, Charlotte, ed.	Outnumbered
Brown, Sterling, ed.	Negro Caravan

GRADE TEN A

Buck, Pearl	Good Earth
Cather, Willa	My Antonia
Chapman, Abraham, ed.	Black Voices: Anthology of African American Literature
Childress, Alice	A Hero Ain't Nothin' But a Sandwich
Christie, Agatha	And Then There Were None Murder on the Orient Express
Clarke, Arthur C.	Childhood's End 2001: A Space Odyssey 2010: Odyssey Two
Cooper, James F.	Last of the Mohicans
Corman, Avery	Kramer vs. Kramer
Cormier, Robert	I Am the Cheese
Crane, Stephen	Red Badge of Courage
Craven, Margaret	I Heard the Owl Call My Name
Crichton, Michael	Great Train Robbery
Dickens, Charles	David Copperfield Nicholas Nickleby Oliver Twist Tale of Two Cities
Dumas, Alexander	Count of Monte Cristo Man in the Iron Mask Three Musketeers
Du Maurier, Daphne	Jamaica Inn
Estey, Dale	A Lost Tale
Forman, James	A Fine, Soft Day
French, Michael	Throwing Season
Gaines, Ernest J.	Autobiography of Miss Jane Pittman
Gogol, Nikolai	Overcoat and Other Tales of Good and Evil

GRADE TEN A

Golding, William	Lord of the Flies
Guareschi, Giovanni	Little World of Don Camillo
Guthrie, A.B., Jr.	Way West
Guy, Rosa	Disappearance
Hall, Lynn	Riff Remember
Hammett, Dashiell	Thin Man
Hamner, Earl, Jr.	Spencer's Mountain
Harris, Mark	Bang the Drum Slowly
Haugaard, Erik C.	Chase Me, Catch Nobody!
Heinlein, Robert	Stranger in a Strange Land
Hersey, John	Bell for Adano Single Pebble
Holland, Isabelle	Man Without a Face
Hooker, Richard	MASH
Hunt, Irene	Across Five Aprils Up a Road Slowly
Jaffe, Rona	Mazes and Monsters
Kerr, M.E.	Little Little
Keyes, Daniel	Flowers for Algernon
Kilgore, Kathleen	Wolfman of Beacon Hill
Killens, John O.	A Man Ain't Nothin' but a Man: Adventures of John Henry
Knowles, John	A Separate Peace
La Farge, Oliver	Laughing Boy
Lavin, Mary	Mary Lavin: Selected Stories
Lee, Harper	To Kill a Mockingbird

GRADE TEN A

Lee, Mildred	People Therein Skating Rink
L'Engle, Madeleine	Arm of the Starfish
Le Guin, Ursula	Very Far Away from Anywhere Else
Lester, Julius	Black Folktales
Levenkron, Steven	Best Little Girl in the World
London, Jack	White Fang
McCullers, Carson	Heart Is a Lonely Hunter
McIntyre, Vonda	Dreamsnake
McKinley, Robin	Beauty: A Retelling of the Story of Beauty and the Beast
MacInnes, Helen	Venetian Affair
Marshall, Catherine	Christy
Mathis, Sharon Bell	Teacup Full of Roses
Maupassant, Guy de	Odd Number
Michener, James	Bridges at Toko-Ri Sayonara Tales of the South Pacific
Mirer, Martin, ed.	Modern Black Stories
Monsarrat, Nicholas	Cruel Sea
Nordhoff, Charles and James Hall	Mutiny on the Bounty Men Against the Sea Pitcairn's Island (trilogy)
O'Brien, Robert C.	Z for Zachariah
Oneal, Zibby	A Formal Feeling
Orczy, Emmuska	Scarlet Pimpernel
Orwell, George	Animal Farm

GRADE TEN A

Owens, William	Black Mutiny
Paterson, Katherine	Jacob Have I Loved
Peck, Robert N.	Justice Lion
Peyton, K.M.	A Midsummer Night's Death
Poe, Edgar Allan	Great Tales of Horror
Portis, Charles	True Grit
Quigley, Martin	Original Colored House of David
Renvoize, Jean	A Wild Thing
Richter, Conrad	Country of Strangers
Roth, Arthur	Iceberg Hermit
Salassi, Otto	On the Ropes
Salinger, J.D.	Catcher in the Rye
Saroyan, William	Human Comedy
Silverberg, Robert	Lord Valentine's Castle
Smith, Betty	Joy in the Morning
Steinbeck, John	Moon Is Down
Stoker, Bram	Dracula
Swift, Jonathan	Gulliver's Travels
Tolkien, J.R.R.	Lord of the Rings trilogy (Fellowship of the Rings, The Two Towers, Return of the King)
Tolstoy, Leo	Death of Ivan Ilych
Twain, Mark	Adventures of Huckleberry Finn Adventures of Tom Sawyer Connecticut Yankee in King Arthur's Court
Uris, Leon	Battle Cry

Wells, H.G.	Time Machine
Wells, Rosemary	When No One Was Looking
West, Jessamyn	Cress Delahanty
Westall, Robert	Devil on the Road
Wibberley, Leonard	Mouse That Roared
Wyss, Johann	Swiss Family Robinson

POETRY, grades 10-12

Angelou, Maya	And Still I Rise Oh Pray My Wings Are Gonna Fit Me Well
Brooks, Gwendolyn	Selected Poems World of Gwendolyn Brooks
Browning, Elizabeth Barrett	Sonnets from the Portuguese
Chaucer	Canterbury Tales
Cullen, Countee	On These I Stand
De Luca, A. Michael and William Guiliano, eds.	Selections from Italian Poetry
Dickinson, Emily	Final Harvest
Dunbar, Paul	I Greet the Dawn
Duran, Cheli, ed.	Yellow Canary Whose Eye Is So Black: Poems from Spanish-Speaking Latin America
Frodsham, J.D. and Ch'eng Hsi, translators	Anthology of Chinese Verse
Frost, Robert	Selected Poems
Gibran, Kahlil	Prophet
Giovanni, Nikki	Black Feeling, Black Talk, Black Judgment My House
Harmon, William, ed.	Oxford Book of American Light Verse

Hayden, Robert, ed.	Kaleidoscope: Poems by American Negro Poets
Homer	Iliad Odyssey
Howe, Florence and Ellen Bass, eds.	No More Masks! An Anthology of Poems by Women
Hughes, Langston	Dream Keeper and Other Poems Selected Poems
Kherdian, David, ed.	Settling America: Ethnic Expression of 14 Contemporary Poets
Knudson, R.R. and P.K. Ebert, eds.	Sports Poems
Larrick, Nancy, ed.	On City Streets: An Anthology of Poetry
Lomax, Alan and Raoul Abdul, eds.	3000 Years of Black Poetry
Masters, Edgar Lee	Spoon River Anthology
Matilla, Alfredo, ed.	Puerto Rican Poets
Nash, Ogden	Pocket Book of Ogden Nash
Peck, Richard, ed.	Pictures that Storm Inside My Head
Poe, Edgar Allan	Poems
Randall, Dudley, ed.	Black Poets
Rexroth, Kenneth, ed.	One Hundred More Poems from the Chinese
Sagoff, Maurice	Shrinklits
Shakespeare, William, Louis B. Wright and Virginia LaMar, eds.	Shakespeare's Sonnets
Shange, Ntozake	Nappy Edges
Smith, William, ed.	Poems from France
Tennyson, Alfred Lord	Idylls of the King

Thomas, Dylan	Child's Christmas in Wales
Wand, David H., ed.	Asian American Heritage: An Anthology of Prose and Poetry
Whitman, Walt	Leaves of Grass
Williams, Oscar, ed.	Immortal Poems of the English Language
Yeats, William, Kevin Crossley-Holland, ed.	Running to Paradise: Poems by W.B. Yeats

DRAMA, grades 10-12 (in single volumes and anthologies)

Albee, Edward	Sandbox Zoo Story
Allen, Woody	Play It Again, Sam
Anderson, Robert	I Never Sang for My Father
Aristophanes	Birds Lysistrata
Baldwin, James	Amen Corner
Barrie, James M.	Admirable Crichton
Beckett, Samuel	Waiting for Godot
Bolt, Robert	Man for All Seasons Vivat! Vivat! Regina!
Brecht, Bertolt	Mother Courage and Her Children Galileo
Chekhov, Anton	Cherry Orchard Sea Gull Three Sisters
Childress, Alice	Black Scenes
Christie, Agatha	Mousetrap and Other Plays (including Ten Little Indians)

Corbin, Richard and Miriam Balf, eds.	Twelve American Plays (Arsenic and Old Lace, Little Foxes, Rainmaker, Our Town, Teahouse of the August Moon, There Shall Be No Night, King and I, Requiem For a Heavyweight, Harvey, Hairy Ape, Glass Menagerie, Day of Absence)
Cristofer, Michael	Shadow Box
Davis, Ossie	Langston
Friel, Brian	Translations
Fugard, Athol	Master Harold and the Boys
Gardner, Herb	A Thousand Clowns
Gibson, William	American Primitive Golda
Gilroy, Frank	Subject Was Roses
Heggen, Thomas and Joshua Logan	Mister Roberts
Ibsen, Henrik	A Doll's House Enemy of the People Hedda Gabler
Ionesco, Eugene	Rhinoceros
Kipphardt, Heinar	In the Matter of J. Robert Oppenheimer
Lawrence, Jerome and Robert E. Lee	Inherit the Wind Night Thoreau Spent in Jail
Lerner, Alan Jay and Frederick Loewe	Camelot My Fair Lady
Levin, Ira	Deathtrap No Time for Sergeants
Lindsay, Howard and Richard Rodgers and Oscar Hammerstein II	Sound of Music
Luce, William	Belle of Amherst
McCullers, Carson	Member of the Wedding

MacInnes, Helen	Home Is the Hunter
Medoff, Mark	Children of a Lesser God
Mersand, Joseph, ed.	Three Comedies of American Family Life (Life with Father, I Remember Mama, You Can't Take It with You)
Miller, Arthur	All My Sons Crucible Death of a Salesman Playing for Time Price
Miller, Jason	That Championship Season
Molière	Misanthrope
Oliver, Clinton and Stephanie Sills, eds.	Contemporary Black Drama
O'Neill, Eugene	Ah, Wilderness! Beyond the Horizon Emperor Jones Mourning Becomes Electra
Pomerance, Bernard	Elephant Man
Rose, Reginald	Dino Twelve Angry Men
Sackler, Howard	Great White Hope
Shaffer, Anthony	Sleuth
Shaffer, Peter	Amadeus Equus
Shakespeare, William	As You Like It Hamlet King Lear Macbeth Merchant of Venice Othello Tempest Twelfth Night
Shange, Ntozake	For Colored Girls Who Have Considered Suicide When the Rainbow Is Enuf

Shaw, George Bernard	Pygmalion Saint Joan
Simon, Neil	Barefoot in the Park Brighton Beach Memoirs Odd Couple
Sophocles	Oedipus the King Antigone Oedipus at Colonus
Stein, Joseph, Jerry Bock and Sheldon Harnick	Fiddler on the Roof
Stone, Peter and Sherman Edwards	1776
Synge, John Millington	Playboy of the Western World Riders to the Sea
Thomas, Dylan	Under Milk Wood
Thompson, Ernest	On Golden Pond
Wasserman, Dale, Mitch Leigh and Joe Darion	Man of La Mancha
Wilder, Thornton	Matchmaker Our Town Skin of Our Teeth
Williams, Tennessee	Glass Menagerie Streetcar Named Desire

NONFICTION: Biography, Essays, History Humor, Sports, True Adventure, etc.

Abbott, Edwin A.	Flatland: A Romance of Many Dimensions
Alderman, Clifford L.	Devil's Shadow: Story of Witchcraft in Massachusetts
Alexander, Rae and Julius Lester	Young and Black in America
Allen, Maury	Mr. October
Amon, Aline	Earth Is Sore: Native Americans on Nature

GRADE TEN A

Angell, Roger	Summer Game
Atkinson, Linda	Mother Jones: Most Dangerous Woman in America
Bedoukian, Kerop	Some of Us Survived: Story of an Armenian Boy
Berlitz, Charles	Bermuda Triangle
Bogle, Donald	Brown Sugar: 80 Years of America's Black Female Superstars
Bontemps, Arna	Free at Last: Life of Frederick Douglass
Brown, John Russell	Shakespeare and His Theatre
Carson, Rachel	Silent Spring
Christopher, Milbourne	Houdini: Untold Story
Cohn, Michael and Platzer, Michael	Black Men of the Sea
Crary, Margaret	Susette la Flesche: Voice of the Omaha Indians
David, Jay and Catherine Green, eds.	Black Roots
Davis, Daniel	Marcus Garvey
De Camp, L.S.	Darwin and His Great Discovery
De Veaux, Alexis	Don't Explain: A Song of Billie Holiday
Equiano, Olaudah	Slave Who Bought His Freedom: Equiano's Story
Farmer, Penelope, ed.	Beginnings: Creation Myths of the World
Fenten, D.X.	Ms. - M.D.
Ferrigno, Lou and Douglas K. Hall	Incredible Lou Ferrigno: His Story
Fleming, Alice	Trials That Made Headlines
Fletcher, Colin	Men Who Walked Through Time
Fox, Larry	O.J. Simpson Story: Born to Run

Frommer, Harvey	Baseball's Greatest Rivalry: N.Y. Yankees Vs. Boston Red Sox Rickey and Robinson: Men Who Broke Baseball's Color Barrier
Gault, Clare and Frank Gault	Pelé, King of Soccer
Graham, Robin and Derek Gill	Dove
Graham, Shirley	There Once Was a Slave: Heroic Story of Frederick Douglass
Gridley, Marian	American Indian Women Contemporary American Indian Leaders
Hamilton, Edith	Mythology
Harris, Middleton, ed.	Black Book
Haskins, James	Adam Clayton Powell: Portrait of a Marching Black Katherine Dunbar Life of Martin Luther King, Jr. Story of Stevie Wonder Sugar Ray Leonard
Hayden, Torey L.	One Child: A Teacher's Struggle to Save a Gifted and Troubled Girl
Helms, Tom	Against All Odds
Holoway, John	Voices from the Great Black Baseball Leagues
Houston, Jeanne Wakatsuki and James D. Houston	Farewell to Manzanar
Jenkins, Peter	Walk Across America
Jenkins, Peter and Barbara Jenkins	Walk West: Walk Across America 2
Kagelmass, J. Alvin	Ralph J. Bunche: Fighter for Peace
Kahn, Roger	Boys of Summer
Kaufman, Louis, et al.	Moe Berg: Athlete, Scholar, Spy
Koehn, Ilse	Mischling Second Degree: My Childhood in Nazi Germany

GRADE TEN A

Komroff, Manuel	Napoleon
Lacy, Leslie	Cheer the Lonesome Traveler: Life of W.E.B. Du Bois
Langone, John	Death Is a Noun: A View of the End of Life
Latham, Jean L.	Rachel Carson: Who Loved the Sea
Longsworth, Polly	I, Charlotte Forten, Black and Free
Lynn, Loretta and George Vecsey	Coal Miner's Daughter
McLahan, T.C.	Touch the Earth: A Self Portrait of Indian Existence
Masick, Phil	Who Was Roberto? A Biography of Roberto Clemente
Mann, Peggy	Luis Muñoz Marin: Man Who Remade Puerto Rico
Melzer, Milton	Chinese Americans Hispanic Americans Langston Hughes: A Biography Never to Forget: Jews of the Holocaust
Mitchell, Joyce S.	I Can Be Anything
Morgan, Elizabeth, M.D.	Making of a Woman Surgeon
Murray, Pauli	Proud Shoes: Story of An American Family
Namias, Jane	First Generation: In the Words of Twentieth-Century American Immigrants
Noble, Iris	Susan B. Anthony
Nolan, Jeannette	Benedict Arnold, Traitor to His Country
Nolen, William A.	Making of a Surgeon
O'Brien, John, ed.	Interviews with Black Writers
Ojigbo, A. Okion	Young and Black in Africa
Rooney, Andy	A Few Minutes with Andy Rooney And More by Andy Rooney

Ross, Pat	Young and Female
Royko, Mike	Boss: Richard J. Daley of Chicago
Rudolph, Wilma	Wilma: Story of Wilma Rudolph
Saint-Exupéry, Antoine de	Wind, Sand and Stars
Schoor, Gene	Jim Thorpe Story: America's Greatest Athlete
Smith, Dennis E.	Report from Engine Co. 82
Steiner, Stan	Fusang: Chinese Who Built America
Uris, Leon and Jill Uris	Ireland: A Terrible Beauty
Yurchenco, Henrietta	Hablamos, We Speak

B. LITERAL COMPREHENSION

Reading/Listening for the Explicit Meaning

1. Reading fiction, poetry, and nonfiction at tenth-grade level with good literal comprehension.

1. The student should be able to answer correctly several comprehension questions on a passage similar to this one (see B-2, B-3, and B-4).

"Don't misunderstand me," I said. "Intelligence is one of the greatest human gifts. But all too often a search for knowledge drives out the search for love. This is something else I've discovered for myself very recently. I present it to you as a hypothesis: Intelligence without the ability to give and receive affection leads to mental and moral breakdown, to neurosis, and possibly even psychosis. And I say that the mind absorbed in and involved in itself as a self-centered end, to the exclusion of human relationships, can only lead to violence and pain.

	When I was retarded I had lots of friends. Now I have no one. Oh, I know lots of people. Lots and lots of people. But I don't have any real friends. Not like I used to have in the bakery. Not a friend in the world who means anything to me, and no one I mean anything to." Flowers for Algernon, Daniel Keyes
② Identifying a writer's or speaker's expressed main idea, i.e., paraphrasing or summarizing the main idea.	2a. After reading Flowers for Algernon: What is the main idea expressed in example B-1? Summarize it in your own words. 2b. After reading a book of fiction or nonfiction: What is the main idea expressed in Chapter 1? Summarize it in your own words. 2c. After reading a newspaper article, magazine article, or essay: What is the main idea expressed in this article (essay)? Summarize it in your own words.
③ Identifying supporting ideas or details (explicit character traits, main events, facts, etc.).	3a. What is a supporting idea expressed in example B-1? Summarize it in your own words. 3b. After reading a book of fiction or nonfiction: What is a supporting idea or detail expressed in Chapter 1? Summarize it in your own words. 3c. After reading a newspaper article, magazine article, or essay: What is a supporting idea or detail expressed in this article (essay)? Summarize it in your own words.

④ Identifying types of logical order: chronological order (the order in which things happen or are done), spatial order (the order of space or position), or order of importance.	4. After reading the book in which this paragraph appears: Which type of order is used in this paragraph: chronological, spatial, or order of importance? The Group Operations Room was like a small theatre, about sixty feet across, and with two stories. We took our seats in the Dress Circle. Below us was the large-scale map table, around which perhaps twenty highly trained young men and women, with their telephone assistants, were assembled. Opposite to us, covering the entire wall, where the theatre curtain would be, was a gigantic blackboard divided into six columns with electric bulbs for the six fighter stations, each of their squadrons having a sub-column of its own, and also divided by lateral lines. "The Battle of Britain," The Second World War, Winston Churchill

C. INTERPRETIVE COMPREHENSION

Reading/Listening "Between the Lines"

① Identifying a literary genre (novel, short story, myth, fable, biography, autobiography, diary, editorial, essay, speech, narrative poem, epic, sonnet, comedy, tragedy, etc.)	1a. After reading the magazine essay in which this passage appears: Identify the literary genre illustrated by this passage. In World War II, when I served in the United States Naval Reserve, I was given a number to use instead of my name. I thought then that the number was merely a substitute for my name, that after the war ended I would get my name back. But have any of us? In the last twenty years the

trend to substitute numbers for names has grown with such momentum that there seems to be no way to head it off. The number mania is like a large snowball rolling down a mountainside, sweeping its path clean.... We are becoming, if we haven't already made it, a country where number substitutes have become names, and names have been reduced to substitutes....

"Are We a Nation of Digits?" Saturday Evening Post, July 28 - August 4, 1962, Jesse Stuart

1b. After reading the speech in which this passage appears:

Identify the literary genre illustrated by this passage.

I say to you today, my friends, that in spite of the difficulties and frustrations of the moment I still have a dream. It is a dream deeply rooted in the American dream.

I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident; that all men are created equal."

"I Have a Dream...," Martin Luther King, Jr.

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② Identifying a writer's or speaker's implied main idea, i.e., stating or summarizing the implied main idea (applies to fiction, poetry, and nonfiction).

2. After reading Jane Eyre, by Charlotte Bronte:

What is the main idea implied in this passage? Summarize it in your own words.

While arranging my hair, I looked at my face in the glass, and felt it was no longer plain: there was hope

	in its aspect, and life in its colour: and my eyes seemed as if they had beheld the fount of fruition, and borrowed beams from the lustrous ripple. I had often been unwilling to look at my master, because I feared he could not be pleased at my looks; but I was sure I might lift my face to his now, and not cool his affection by its expression. I took a plain but clean and light summer dress from my drawer and put it on: it seemed no attire had ever so well become me; because none had I ever worn in so blissful a mood.
③ Identifying a writer's or speaker's purpose: to inform, persuade, inspire, or entertain (applies to fiction, poetry, and nonfiction).	3a. In example C-1a, what is the writer's purpose? In C-1b? 3b. In example C-2, what is the writer's purpose?
④ Inferring characterization from a character's actions, thoughts and words and the author's commentary (applies mainly to fiction).	4a. After reading "The Tell-Tale Heart," by Edgar Allan Poe: What character trait of the narrator is revealed in this passage? It is impossible to say how first the idea entered my brain; but once conceived, it haunted me day and night. Object, there was none. Passion, there was none. I loved the old man. He had never wronged me. He had never given me insult. For his gold, I had no desire. I think it was his eye! Yes, it was this! He had the eye of a vulture--a pale blue eye, with a film over it. Whenever it fell upon me, my blood ran cold; and so by degrees--very gradually--I made up my mind to take the life of the old man, and thus rid myself of the eye forever.

	4b. After reading David Copperfield, by Charles Dickens: What character traits does Miss Murdstone possess? She [Miss Murdstone] brought with her two uncompromising hard black boxes, with her initials on the lids in hard brass nails. When she paid the coachman, she took her money out of a hard steel purse, and she kept the purse in a very jail of a bag, which hung upon her arm by a heavy chain, and shut up like a bite. It seemed that there had never been such a metallic lady altogether as Miss Murdstone was. 4c. After reading Jane Eyre: Trace the change in Mr. Rochester's character from the beginning to the end of the novel. Give supporting evidence for your answer.
⑤ Inferring cause and effect relationships (applies mainly to fiction and nonfiction).	5a. After reading "The Tell-Tale Heart:" In example C-4a, what effect does the old man's eye have on the narrator? 5b. After reading A Separate Peace, by John Knowles: What is the result of Brinker's investigation into Phineas's accident? 5c. After reading Twelve Angry Men, by Reginald Rose: List several factors that cause the eleven jurors to change their votes from "guilty" to "not guilty."

⑥ Drawing conclusions from a given content (applies to fiction, poetry, and nonfiction).	6a. After reading To Kill A Mockingbird, by Harper Lee: What is the narrator's opinion of her education? The remainder of my schooldays were no more auspicious than the first. Indeed, they were an endless Project that slowly evolved into a Unit, in which miles of construction paper and wax crayon were expended by the State of Alabama in its well-meaning but fruitless efforts to teach me Group Dynamics. 6b. What is the subject of this poem? Pushing up their heads Proudly Like Golden nuggets On green velvet But Lawn owners don't love them. "May Song," Carlos Cortez
⑦ Predicting logical outcomes, i.e., the next occurrence, the ending, or a likely occurrence after the ending (applies mainly to fiction).	7. After reading to designated point in Jane Eyre: What do you think Jane will do after discovering that Mr. Rochester's wife is still alive? Give supporting evidence for your answer.
⑧ Identifying and giving examples of the elements of the short story and longer works of fiction: plot, subplot, character (protagonist/antagonist), theme, setting, tone (author's attitude toward a subject), mood (atmosphere of a passage or work), rising action, climax, falling action, resolution (dénouement).	8a. After reading "The Sniper," by Liam O'Flaherty: Describe the setting and mood of this passage. The long June twilight faded into night. Dublin lay enveloped in darkness, but for the dim light of

the moon that shone through fleecy clouds, casting a pale light as of approaching dawn over the streets and the dark waters of the Liffey. Around the beleaguered Four Courts, the heavy guns roared. Here and there through the city, machine guns and rifles broke the silence of the night, spasmodically, like dogs barking on lone farms. Republicans and Free Staters were waging civil war.

On a rooftop near O'Connell Bridge, a Republican sniper lay watching. Beside him lay his rifle and over his shoulders were slung a pair of field glasses. His face was the face of a student, thin and ascetic, but his eyes had the cold gleam of the fanatic. They were deep and thoughtful, the eyes of a man who is used to looking at death.

He was eating a sandwich hungrily. He had eaten nothing since morning. He had been too excited to eat. He finished the sandwich, and, taking a flask of whiskey from his pocket, he took a short draught. Then he returned the flask to his pocket. He paused for a moment, considering whether he should risk a smoke. It was dangerous. The flash might be seen in the darkness and there were enemies watching. He decided to take the risk.

8b. What is the author's tone in this poem?

My Love behaved
  A bit erratic;
Our nuptial day
  Brought truth dramatic:
He _had_ a wife,
  Mad, in an attic.
I fled! I roamed
  O'er moor and ditch.

	When life had struck Its lowest pitch An uncle died And left me rich. I sought my love Again, to find An awful fire His home had mined, Kippered his wife And left him blind. Reader, guess what? I married him. My cup is filled Up to the brim; Now we are one, We play, we swim, The power we share Defies all pain; We soar above Life's tangled plain,-- He Mr. Rochester, Me Jane! "Jane Eyre by Charlotte Bronte," Shrinklits, Maurice Sagoff
9. Identifying and giving examples of conflict in fiction and nonfiction: people vs. people, people vs. society, people vs. nature or the environment, people vs. themselves, people vs. fate or the supernatural.	9. After reading The Catcher in the Rye, by J.D. Salinger: Identify and describe the conflicts Holden Caulfield faces.
Δ 10. Identifying and giving examples of figurative language in fiction, poetry, and nonfiction: simile, metaphor, alliteration, onomatopoeia, personification, hyperbole (exaggeration), assonance, apostrophe, paradox.	10a. Identify the type of figurative language used in examples C-1a and C-6b and quote the words that illustrate it. 10b. Identify the type of figurative language used in example C-6a and quote the words that illustrate it.

10c. 1. Identify the words in this poem that illustrate assonance.

2. Identify two examples of paradox in this poem.

I have
never been contained
except I
made
the prison, nor
known a chain
except those forged
by me

O I am slave
and I am master
am at once
both bound
and
free

"The Silver Cell," Mari Evans

Δ 11. Identifying and giving examples of literary techniques in fiction, poetry, and nonfiction: flashback, foreshadowing, imagery, symbolism, satire, allusion.

11a. After reading Wuthering Heights, by Emily Bronte:

Identify the literary technique used to relate most of the plot of this novel.

11b. After reading A Separate Peace:

Explain this allusion to the Maginot Line. You may use a reference book to help you with your answer.

All of them, all except Phineas, constructed at infinite cost to themselves these Maginot Lines against this enemy they thought they saw across the frontier, this enemy who never attacked that way-if he ever attacked, at all; if he was indeed the enemy.

⑫ Identifying and giving examples of types of irony in fiction, poetry, and nonfiction: verbal irony (including sarcasm and understatement), dramatic irony, and irony of situation.	12a. Quote the words in example C-6b that illustrate understatement, a form of verbal irony. 12b. After reading Romeo and Juliet: What type of irony does this statement by Mercutio illustrate? "Ay, ay, a scratch, a scratch; marry, 'tis enough." 12c. After reading "The Sniper:" How does the ending of this story illustrate irony of situation?
⑬ Identifying and giving examples of points of view in fiction, poetry, and nonfiction: first-person, third-person limited, and omniscient.	13. After reading Flowers for Algernon, Jane Eyre, or To Kill a Mockingbird: What point of view is used in this novel?
⑭ Distinguishing between fact and opinion (applies mainly to written or spoken nonfiction material).	14. See Grade Nine, C-14.

D. EVALUATIVE COMPREHENSION

Reading/Listening with Critical Insight

① Relating grade-appropriate fiction, poetry, and nonfiction to one's own prior knowledge and experience.	1a. After reading The Catcher in the Rye: Have you ever encountered "phonies," as Holden Caulfield did? Compare your experience(s) with Holden's. 1b. After reading The Heart Is a Lonely Hunter, by Carson McCullers: Have you ever experienced social problems similar to Mick Kelly's? Compare your problem(s) with Mick's.

2. Evaluating written and spoken material according to specific criteria.	2a. After reading page one of a major newspaper: Number in order of importance all of the headlines on page one. Explain your reasons for choosing the headlines you judged most and least important. 2b. After viewing a particular film or television program: Was the plot suspenseful? Was there an excessive use of violence? Give supporting evidence for your judgment.
3. Identifying a writer's or speaker's bias or prejudice (applies mainly to written or spoken nonfiction material).	3. See Grade Nine, D-3.
4. Comparing, contrasting, and evaluating two accounts of the same event or views of the same issue (applies only to written or spoken nonfiction material).	4. See Grade Nine, D-4.
5. Distinguishing between the following kinds of written and spoken material: --clear and unclear --complete and incomplete --accurate and inaccurate --logical and illogical	5. See Grade Nine, D-5.
6. Distinguishing between related supporting ideas or details and unrelated ideas or details (applies mainly to written or spoken nonfiction material).	6. See Grade Nine, D-6.

7. Identifying and giving examples of propaganda techniques: loaded words, card-stacking, name-calling, testimonials, repetition, glittering generalities, bandwagon, plain folks, transfer, snob appeal.	7. After reading the advertisement in which this passage appears: Which propaganda techniques are used in this passage? Imagine a luxury car so advanced it's designed by computers. So advanced, robots help assemble it. So advanced, it's protected for 5 years/50,000 miles. That luxury car is here: the all-new Chrysler New Yorker, the first front-wheel drive New Yorker. Compare it to most luxury cars ever built. It has more advanced electronics; its mileage is superior; and it has better road-holding ability on wet or slippery surfaces. And you still enjoy the plush room, the quiet, smooth ride and the abundance of luxuries that are New Yorker trademarks.
⑧. Identifying kinds of stereotyping: sex, age, race, occupation, nationality, religion, etc.	8. See Grade Nine, D-8.
E. VOCABULARY BUILDING	
①. Expanding personal vocabulary through listening, reading, content area study, and other experiences.	1. Assessed in literal reading comprehension (B-1, B-2, B-3, and B-4), in the use of words in writing (H-4), and in the use of words in speaking (K-7).
②. Identifying the meanings of unfamiliar words by using context clues.	2. After reading Up From Slavery, by Booker T. Washington: In this passage, what is the meaning of worthy? accommodate? Soon after the opening of our boarding department, quite a number of students who evidently were

	worthy, but who were so poor that they did not have any money to pay even the small charges at the school, began applying for admission. This class was composed of both men and women. It was a great trial to refuse admission to these applicants, and in 1884, we established a night-school to accommodate a few of them.
③ Identifying the appropriate meanings of words with multiple meanings by using context clues or a dictionary.	3. In example E-2, what is the meaning of trial?
④ Identifying the meanings of unfamiliar words by analyzing prefixes, suffixes, and roots.	4. Divide the word distraction into its prefix, suffix, and root, and define the word. Your visit provided me with a pleasant distraction from studying.
⑤ Identifying synonyms and antonyms for words in context.	5. After reading The Scarlet Letter, by Nathaniel Hawthorne: In this passage, what is a synonym for hostility? What is an antonym for selfishness? gradual? It is to the credit of human nature, that, except where its selfishness is brought into play, it loves more readily than it hates. Hatred, by a gradual and quiet process, will even be transformed to love, unless the change be impeded by a continually new irritation of the original feeling of hostility.
⑥ Identifying synonyms by using a thesaurus.	6. Using a thesaurus, write four synonyms for live (verb).
⑦ Identifying the connotations (suggested meanings) of words.	7. After reading "Richard Cory," by Edwin Arlington Robinson:

	In this passage, what is the connotation of pavement? crown? slim? Whenever Richard Cory went down town, We people on the pavement looked at him: He was a gentleman from sole to crown Clean favored, and imperially slim. "Richard Cory," Edwin Arlington Robinson
8. Distinguishing between homonyms by using context clues.	8. Identify the correct homonym to use in this sentence. The (course, coarse) fabric grazed the baby's sensitive skin.
9. Distinguishing between other commonly confused words by using context clues.	9. Identify the correct word to use in this sentence. The editorial (complimented, complemented) the city official for her courage under pressure.
10. Identifying the meanings of unfamiliar words by using a dictionary.	10. Using a dictionary, define caliber. What was the caliber of the essay?
11. Identifying the pronunciations of words by using a dictionary.	11. Using a dictionary, write the pronunciation of chauvinism and pronounce the word aloud. Mrs. Kent told her husband that he was sometimes guilty of chauvinism.
12. Identifying the etymologies (derivations) and meanings of words by using a dictionary.	12. Using a dictionary, write the etymology and meaning of chauvinism.

F. VARIETY OF WRITING

① Writing frequently and in a variety of modes: descriptive, expository, narrative, persuasive, lyric, dramatic, and procedural. Below is a list of suggested writing activities for students in grades 9-12. From this list, teachers should select the activities most appropriate for their students.

- acrostics
- advertisements, (print):
  - idea
  - product
  - service
- anagrams
- anecdotes
- autobiographies
- bibliographies
- biographies
- book reports
- brain teasers
- children's stories
- codes
- comparative analyses
- computer programs
- contracts
- debate scripts
- definitions
- dialogues
- diaries
- dictionaries
- directions
- directories
- dreams
- epitaphs
- essays:
  - descriptive
  - expository
  - narrative
  - persuasive
- eulogies
- evaluations
- fables
- fantasies
- folk tales
- forms:
  - financial aid
  - job application
  - order
  - tax
  - voter registration
- greeting cards
- handbooks
- impressions
- jingles
- jokes
- journals
- labels
- laws
- legal briefs
- legends
- letters: business
  - acknowledgement and appreciation
  - adjustment
  - college or school application
  - complaint
  - follow-up
  - inquiry
  - job application
  - order
  - request
- letters: friendly
  - acceptance
  - congratulations
  - fan
  - invitation

1. Teacher observation: Is the student writing frequently and in the seven modes? Students should keep cumulative writing folders during the year.

  - regret
  - social
  - sympathy
  - thank you
- letters to the principal
- librettos
- lists
- literary analyses
- lyric poetry:
  - cinquains
  - couplets
  - elegies
  - haiku
  - hymns
  - limericks
  - odes
  - songs
  - sonnets
- magazine articles
- memoirs (of self and others)
- memorandums
- monologues:
  - comic
  - dramatic
- myths
- narrative poetry:
  - ballads
  - epics
- newsletters
- newspapers:
  - cartoon captions
  - classified advertisements
  - columns (advice, sports, nutrition, etc.)
  - comic strip dialogue
  - crossword puzzles
  - editorials
  - feature stories
  - fillers
  - headlines
  - horoscopes
  - interviews
  - letters to the editor
  - news stories
  - obituaries
  - sports stories
- notes
- novels
- oral histories
- outlines
- palindromes
- parables
- paraphrases
- parodies
- picture captions
- plays (one or more acts):
  - comedy
  - drama
- posters
- précis (concise summaries of books, articles, etc.)
- predictions
- profiles
- proverbs
- puns
- questionnaires
- questions
- quizzes
- quotations
- recipes
- research papers
- research reports
- resolutions
- résumés
- reviews:
  - art exhibition
  - book
  - film
  - live performance
  - record
  - restaurant
  - television
- riddles
- rules
- satire
- science fiction

GRADE TEN F

short stories
speeches:
  announcement
  campaign
  commencement
  introduction
  victory
summaries
tall tales
technical writing:
  description of an object
  explanation of a process
  explanation of how a mechanism works
  set of instructions
telegrams
testimonials
tests (questions and answers):
  analogy
  essay
  matching
  multiple choice
  sentence completion
theses
transcriptions (from dictation, records, tapes)
translations
travel itineraries
wills
yearbooks

G. WRITING - THE PROCESS

1. Prewriting-preparing to write with one or more of the following activities:

   - --brainstorming
   - --clustering ideas, i.e., grouping ideas as they occur
   - --selecting and limiting a topic
   - --outlining
   - --note-taking
   - --interviewing
   - --researching
   - --timed free-flow writing
   - --examining writing models

2. Composing-writing a rough draft.

3. Rewriting, or revising a rough draft (referring to H. Writing - The Craft, objectives 1-7, which follow).

4. Self-editing and proofreading a rough draft (referring to I. Writing - Mechanics and Usage, objectives 1-6, which follow).

   For editing marks and an example of a corrected essay, see Appendix A, pages 156-159.

5. Writing a final draft and sharing writing with others:

   - --oral reading to classmates
   - --class notebook or magazine
   - --bulletin board
   - --school newspaper
   - --school literary magazine
   - --local newspaper (letter to the editor, etc.)
   - --commercial student magazine
   - --public display (School Committee building, etc.)

1-5 Assessed through teacher observation and conferences with students.

H. WRITING - THE CRAFT

① Composing effective paragraphs:

- --beginning paragraphs strongly, with topic or lead-in sentence, and concluding paragraphs effectively
- --unifying paragraphs by relating sentences within each paragraph to the topic sentence or the main idea
- --giving coherence to paragraphs by using logical order (chronological, spatial, or order of importance)
- --giving coherence to paragraphs by using transitional words and phrases:
  - - chronological: before, after, while, when, first, second, finally, etc.
  - - spatial: in the center, at the right, beside, opposite, in the distance, below, etc.
  - - order of importance: also, because, in addition, furthermore, least, most of all, as a result, etc.

② Staying focused on the topic and the purpose; writing with awareness of intended readers.

③ Achieving sentence variety, e.g., using different sentence beginnings, different sentence lengths, different sentence types (interrogative, exclamatory, compound, complex, etc.), and direct quotations.

④ Using vivid, precise, and appropriate words (concrete nouns, specific verbs and adjectives, sensory details, etc.).

1-7 Assessed through focused holistic scoring (see Introduction), conferences with students, and peer evaluation of multi-paragraph pieces of original writing (See list of suggested writing activities in F-1.)

5. Using figurative language (similes, metaphors, etc.) and literary techniques (flashback, foreshadowing, etc.). For a sample essay and explanations of the 5 objectives above, see Appendix B, pages 160-162.	
*6. Writing concisely, e.g., avoiding repetition, wordiness, clichés, and passive voice.	
*7. Using parallel structure, e.g., noun and noun, verb and verb, phrase and phrase, clause and clause, etc.	

I. WRITING - MECHANICS AND USAGE

1. Using legible handwriting (cursive or italic) and good graphics (spacing, margins, general neatness, paragraph indenting).	1-6 Assessed through focused holistic scoring of multi-paragraph pieces of original writing and transcriptions from dictation, tapes, etc. (See list of suggested writing activities in F-1).
2. Using correct spelling of noun plurals, homonyms and other commonly confused words, etc.	
3. Using correct mechanics: capitalization and punctuation, including contractions and possessives.	
4. Avoiding common usage errors: --subject/verb disagreement --inconsistent verb tenses --incorrect verb tenses --incorrect pronoun case --incorrect pronoun reference --incorrect comparative and superlative adjective forms --misplaced modifiers --dangling participles	

⑤ Using standard English: avoiding double negatives, slang, etc.	
⑥ Avoiding sentence fragments and run-on sentences.	
⑦ Using the correct forms for friendly letters (heading/salutation/body/closing/signature); business letters (heading/inside address/salutation/body/closing/signature); and envelopes.	7. Assessed through teacher observation and evaluation.

J. LANGUAGE STRUCTURE

Patterns and Nomenclature of English

① Identifying the eight parts of speech.	1. See Grade Nine, J-1.
② Identifying parts of the sentence: subjects and predicates, direct and indirect objects, and subject complements (predicate nominative and predicate adjective).	2. See Grade Nine, J-2.
3. Identifying verbals and verbal phrases: gerund, participial, and infinitive.	3. See Grade Nine, J-3.
④ Identifying prepositional and appositive phrases.	4. See Grade Nine, J-4.
⑤ Identifying independent and dependent clauses (adjective, adverb, and noun).	5. See Grade Nine, J-5.
⑥ Identifying essential (restrictive) and nonessential (nonrestrictive) clauses.	6. See Grade Nine, J-6.

7. Classifying sentences according to structure: simple, compound, complex, and compound/complex.	7. See Grade Nine, J-7.
8. Classifying sentences according to purpose: declarative, interrogative, imperative, and exclamatory.	8. See Grade Nine, J-8.
9. Identifying verb tenses (present, past, future, present perfect, past perfect, future perfect) and the past participles of verbs.	9. See Grade Nine, J-9.
* 10. Identifying active and passive voices of verbs.	10. In these sentences, label the verbs active or passive voice. a. In 1824, French teenager Louis Braille developed a touch system of reading for the blind. b. The Kurzweil Reading Machine, called the most useful aid to the blind since Braille, was recently invented by a former M.I.T. student.
* 11. Identifying transitive and intransitive verbs.	11. In these sentences, label the verbs transitive or intransitive. a. The machine can read books and typewritten material aloud to blind people. b. One of these devices is in use at University of Massachusetts/Boston.

K. SPEAKING

Oral Reading, Discussion, and Presentation of Material Appropriate to Tenth-Grade Level

1. Reading aloud with fluency and accuracy.
2. Reading with dramatic expression.
3. Speaking audibly and clearly, with appropriate pace and phrasing.
4. Reciting a memorized passage (speech, monologue, poem, etc.) with accuracy and expression.
5. Exchanging ideas in small- and large-group discussions.
6. Answering and asking questions clearly and concisely.

Δ 7. Making an oral presentation on a prepared topic:

--speaking audibly, expressively, and clearly
--presenting ideas in a logical sequence
--beginning and concluding the presentation strongly
--relating supporting ideas to a theme or topic
--staying focused on the topic and the purpose (to inform, persuade, inspire, or entertain)
--showing awareness of the audience

1-10 Assessed through teacher observation and evaluation.

--using vivid, precise, and appropriate words
--using figurative language (similes, metaphors, etc.) and literary techniques (flashback, irony, etc.) when appropriate
--speaking concisely, e.g., avoiding repetition, wordiness, clichés, and passive voice (Note: these criteria parallel the objectives for H. Writing - The Craft, at this level.)

(8.) In formal verbal interactions, minimizing common usage errors:

--incorrect noun plurals
--subject/verb disagreement
--incorrect verb tenses
--inconsistent verb tenses
--incorrect pronoun case
--incorrect pronoun reference
--incorrect comparative and superlative adjective forms
--double negatives
--slang
--run-on sentences

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9. Using body language effectively in public speaking, e.g., appropriate posture, eye contact with audience, facial expression, and gestures.

(* 10.) Conducting an interview and being interviewed.

L. STUDY SKILLS

Locating, Organizing, and Retaining Information, and Improving Test-Taking Skills

① Following and giving written and oral directions.	1-11 Assessed through teacher observation and evaluation.
② Varying reading speed and method according to one's purpose: --skimming for the main idea --scanning for specific information --reviewing to retain content --mastering to memorize information	
③ Using parts of a book to find information: title page, copyright page, preface, forward, or introduction, table of contents, list of illustrations, appendix, glossary, bibliography, and index.	
④ Locating information in reference books: dictionary, thesaurus, encyclopedia, almanac, yearbook, atlas, biographical reference book, literature reference book, reference book about authors, Readers' Guide to Periodical Literature, etc.	
⑤ Locating information in a school or public library by using signs, the layout map, card and book catalogues, the vertical file, the Dewey decimal system, and the Library of Congress system.	
⑥ Locating information in a public library by using microfilm catalogues, microfilm, and microfiche readers.	

Δ 7. Writing a research report (three to six pages) that combines written material from four or more sources:

--selecting and limiting a topic
--gathering information
--writing bibliography cards
--taking notes
--writing an outline
--writing a rough draft
--writing footnotes
--writing a bibliography
--writing a final draft
--avoiding plagiarism

⑧ Improving general test-taking skills:

--previewing the test
--budgeting time wisely (according to length of test)
--following directions, e.g., filling out personal information correctly
--knowing when to guess
--checking that numbered answers on answer sheet correspond to numbered questions on test
--reviewing answers

Δ 9. Improving specific test-taking skills:

--Interpreting the following essay test terms:
classify, categorize, define, trace, describe, illustrate, compare and contrast, explain, discuss, interpret, analyze
--reading the follow-up questions first on reading comprehension tests
--determining relationships between words for analogy test questions, e.g., word to synonym, word to antonym, action to doer, part to whole, cause to effect, classification to example, etc.

10. Categorizing careers by the degree of English skills required, i.e., reading, writing, speaking, and listening.

* 11. Using study aids to read textbook material:

--chapter headings, section headings, subheadings
--footnotes and index
--visual aids (illustrations, maps, graphs, charts, etc.)
--vocabulary aids

GRADE ELEVEN

A. VARIETY OF MATERIAL

1. Reading and listening to a wide variety of material appropriate to the eleventh-grade level: narrative, expository, persuasive, lyric, dramatic, and procedural (See circle graph in the Introduction). Below is a list of suggested books for grades eleven and above.

1. Teacher observation: Is the student reading and listening to a wide variety of material? Students should read at least eight books from this list during the year and keep a record of books read.

Author	Title
FICTION	
Adams, Douglas	Hitchhiker's Guide to the Galaxy
Anderson, Sherwood	Winesburg, Ohio
Austen, Jane	Emma Northanger Abbey Pride and Prejudice
Bach, Alice	Waiting for Johnny Miracle
Baldwin, James	Go Tell It on the Mountain
Bellow, Saul	Seize the Day
Boulle, Pierre	Bridge Over the River Kwai
Bradbury, Ray	Illustrated Man
Bridgers, Sue Ellen	Notes from Another Life
Brown, Joe	Paper Moon
Brown, Roy	Cage
Camus, Albert	Plague Stranger
Carroll, James	Madonna Red
Cather, Willa	Lost Lady O Pioneers! Song of the Lark

GRADE ELEVEN A

Christie, Agatha	Death on the Nile
Clark, John H.	American Negro Short Stories
Clark, Walter Van Tilburg	Ox-Bow Incident
Clarke, Arthur C.	Fall of Moondust
Clavell, James	Shogun
Conrad, Joseph	Heart of Darkness/Secret Sharer Lord Jim
Cooper, James F.	Deerslayer
Cormier, Robert	After the First Death
Crichton, Michael	Andromeda Strain
Cronin, A.J.	Beyond This Place Citadel
Dreiser, Theodore	Sister Carrie
Du Maurier, Daphne	Rebecca
Durrell, Gerald	My Family and Other Animals
Fast, Howard	American Last Frontier
Fitzgerald, F. Scott	Great Gatsby
Flores, Angel, ed.	Great Spanish Short Stories
Forsyth, Frederick	Day of the Jackal
Green, Hannah	I Never Promised You a Rose Garden
Greene, Graham	Quiet American
Guest, Judith	Ordinary People
Guthrie, A.B., Jr.	Big Sky
Haley, Alex	Roots
Hall, Lynn	Sticks and Stones

GRADE ELEVEN A

Hammett, Dashiell	Maltese Falcon
Hardy, Thomas	Mayor of Casterbridge Return of the Native
Hawthorne, Nathaniel	House of the Seven Gables Scarlet Letter
Heidish, Marcy	A Woman Called Moses
Herbert, Frank	Dune Trilogy (Dune, Children of Dune, Dune Messiah)
Hesse, Hermann	Demian Siddhartha Steppenwolf
Hilton, James	Lost Horizon Random Harvest
Himes, Chester	If He Hollers, Let Him Go
Holland, Isabelle	Of Love and Death and Other Journeys
Hugo, Victor	Hunchback of Notre Dame Les Misérables
Hurston, Zora Neale	Their Eyes Were Watching God
Jackson, Shirley	Lottery We Have Always Lived in the Castle
James, Henry	Washington Square
Joyce, James	Dubliners
Kaufman, Bel	Up the Down Staircase
King, Bruce, ed.	West Indian Literature
King, Steven	Different Seasons
Knudson, R.R.	Fox Running
Koestler, Arthur	Darkness at Noon
Le Carré, John	Spy Who Came in from the Cold

GRADE ELEVEN A

Levin, Ira	Boys from Brazil
Lewis, C.S.	That Hideous Strength Perelandra Out of the Silent Planet (trilogy)
Lewis, Sinclair	Arrowsmith Babbitt Main Street
London, Jack	Sea Wolf and Selected Stories
McCollough, Colleen	Thorn Birds Tim
MacLean Alistair	Guns of Navarone
Malamud, Bernard	Magic Barrel Natural
Marckward, Edris and Leslie Lacy, eds.	Contemporary African Literature
Markandaya, Kamala	Nectar in a Sieve
Marshall, Paule	Brown Girl, Brownstones
Mayne, William, ed.	Ghosts
Mercier, Vivian, ed.	Great Irish Short Stories
Michener, James	Centennial Space
Mitchell, Margaret	Gone With the Wind
Mohr, Nicholasa	El Bronx Remembered
Myers, Walter D.	Hoops
Ngugi, James	Weep Not, Child
Nicol, C.W.	White Shaman
O'Connor, Edwin	Last Hurrah
Orwell, George	1984
Parks, Gordon	Learning Tree

GRADE ELEVEN A

Pierce, Meredith Ann	Dark Angel
Potok, Chaim	Chosen
Preston, Don	Crazy Fox Remembers
Remarque, Erich	All Quiet on the Western Front
Rolvaag, O.E.	Giants in the Earth
Rossner, Judith	Emmeline
Sabatini, Rafael	Scaramouche
Salkey, Andrew, ed.	Island Voices: Stories from the West Indies
Sayers, Dorothy L.	Nine Tailors
Shelley, Mary	Frankenstein
Shulman, Max	Many Loves of Dobie Gillis
Sillitoe, Alan	Loneliness of the Long-Distance Runner
Sinclair, Upton	Jungle
Singer, Isaac B.	Family Moskat
Steinbeck, John	Grapes of Wrath Tortilla Flat
Stevenson, Robert Louis	Dr. Jekyll and Mr. Hyde
Stewart, Mary	Merlin Trilogy (Crystal Cave, Hollow Hills, Last Enchantment)
Swarthout, Glendon	Bless the Beasts and Children
Thomas, Joyce C.	Marked by Fire
Torchia, Joseph	Kryptonite Kid
Trumbo, Dalton	Johnny Got His Gun
Undset, Sigrid	Kristin Lavransdatter
Uris, Leon	Exodus

Voigt, Cynthia	Tell Me If the Lovers Are Losers
Vonnegut, Kurt, Jr.	Welcome to the Monkey House
Walker, Alice	Meridian
Walker, Margaret	Jubilee
Washington, Mary Helen, ed.	Black-Eyed Susans: Classic Stories by and about Black Women
West, Jessamyn	Friendly Persuasion
Westheimer, David	Von Ryan's Express
Wharton, Edith	Ethan Frome
White, Robb	Deathwatch
Wilder, Thornton	Bridge of San Luis Rey
Wolfe, Thomas	Look Homeward, Angel
POETRY AND DRAMA	See Grade Ten Book List

NONFICTION: Biography, Essays, History, Humor, Sports, True Adventure, etc.

Allen, Woody	Without Feathers
Anderson, Peggy	Nurse: True Story of Mary Benjamin, R.N.
Angelou, Maya	I Know Why the Caged Bird Sings
Baldwin, James	Fire Next Time Nobody Knows My Name
Baraka, Imamu A.	Blues People: Negro Music in White America
Bell, Marty	Legend of Dr. J.: Story of Julius Erving
Bernard, Jacqueline	Journey Toward Freedom: Story of Sojourner Truth

Bowen, Catherine Drinker	Most Dangerous Man in America: Scenes from the Life of Benjamin Franklin
Brown, Dee	Bury My Heart at Wounded Knee: An Indian History of the American West
Bryan, C.D.	Friendly Fire
Burger, Dionys	Sphereland
Cartey, William, ed.	Palaver: Modern African Writings
Coolidge, Olivia	Gandhi
Cooper, Paulette, ed.	Growing Up Puerto Rican
Creamer, Robert W.	Babe: Legend Comes to Life
Dillard, Annie	Pilgrim at Tinker Creek
Dolan, Edward F., Jr.	Adolf Hitler: Portrait in Tyranny
Du Bois, W.E.B.	Souls of Black Folk
Duncan, Isadora	My Life
Edwards, Christopher	Crazy for God
Farrow, John	Damien the Leper
Finch, Christopher	Rainbow: Stormy Life of Judy Garland
Fox, Elton C.	Black Artists of the New Generation
Fox, Larry	New England Patriots
Fox, Ray Errol	Angela Ambrosia: Story of a Girl's Winning Fight for Life
Franklin, John H., ed.	Three Negro Classics: Up from Slavery; Souls of Black Folk; and Autobiography of an Ex-Coloured Man
Funk, Charles E.	Heavens to Betsy! And Other Curious Sayings Thereby Hangs a Tale: Stories of Curious Word Origins

Gehrig, Eleanor and Joseph Durso	My Luke and I
Gregory, Dick	Nigger: An Autobiography
Hamilton, Virginia, ed.	Writings of W.E.B. Du Bois
Handlin, Oscar	Boston's Immigrants
Haskins, James	Scott Joplin: Man Who Made Ragtime
Herriot, James	Lord God Made Them All
Higham, Charles	Kate: Life of Katherine Hepburn
Hosokawa, Bill	Nisei: Quiet Americans
Hughes, Langston	Big Sea
Jones, Hettie	Big Star Fallin' Mama: Five Women in Black Music
Katz, Jane B., ed.	I Am the Fire: Voices of Native American Women
Kazimiroff, Theodore L.	Last Algonquin
Kelen, Betty	Muhammad: Messenger of God
Ketchum, Richard M.	Will Rogers: His Life and Times
King, Coretta Scott	My Life with Martin Luther King, Jr.
Krents, Harold	To Race the Wind
Lash, Joseph P.	Helen and Teacher: Story of Helen Keller and Annie Sullivan Macy
Linderman, Frank, ed.	Pretty-Shield
Lord, Walter	Incredible Victory
Luthuli, Albert	Let My People Go
MacLaine, Shirley	You Can Get There from Here
Mason, Jim and Peter Singer	Animal Factories
Medawar, P. B.	Advice to a Young Scientist

GRADE ELEVEN A

Morison, Samuel	Christopher Columbus
Neithamer, Carolyn	Daughter of the Earth
Nizer, Louis	My Life in Court
North, Sterling	Thoreau of Walden Pond
O'Donnell, Kenneth P. and David Powers	"Johnny, We Hardly Knew Ye": Memories of John Fitzgerald Kennedy
Owens, Jesse	Black Think: My Life as Black Man and White Man
Plimpton, George	One For the Record: Inside Story of Hank Aaron's Chase for the Home-Run Record
Read, Piers Paul	Alive: Story of the Andes Survivors
Rivera, Geraldo	Special Kind of Courage
Sand, Bill	My Shadow Ran Fast
Santoli, Al	Everything We Had: An Oral History of the Viet Nam War...
Sayers, Gale	I Am Third
Schumacher, E.F.	Small Is Beautiful: Economics as if People Mattered
Sedgwick, John	Night Vision: Confessions of Gil Lewis, Private Eye
Shimer, Dorothy B., ed.	Voices of Modern Asia
Slater, Robert	Golda: Uncrowned Queen of Israel
Smith, Red	Strawberries in the Wintertime
Sorrentino, Joseph	Up From Never
Terkel, Studs	Working
Thoreau, Henry David	Walden
Toffler, Alvin	Future Shock

Twain, Mark	Life on the Mississippi
Watson, James D.	Double Helix
White, E.B.	Essays of E.B. White Letters of E.B. White One Man's Meat
White, Florence	Cesar Chavez: Man of Courage First Woman in Congress: Jeannette Rankin
Wise, Winifred	Jane Addams of Hull House
Wiesel, Elie	Night
Wolfe, Tom	Right Stuff
Woodward, Bob and Carl Bernstein	All the President's Men
Wright, Richard	Black Boy American Hunger (sequel)
Yacowar, Maurice	Loser Take All: Comic Art of Woody Allen
Yeager, Robert C.	Seasons of Shame: New Violence in Sports

B. LITERAL COMPREHENSION

Reading/Listening for the Explicit Meaning

① Reading fiction, poetry, and nonfiction at eleventh-grade level with good literal comprehension.

1. The student should be able to answer correctly several comprehension questions on a passage similar to this one (see B-2, B-3, and B-4).

   Like the geography of the planet, the human body has until now represented a fixed point in human experience, a "given." Today we are fast approaching the day when the body can no longer be regarded as fixed. Man will be able, within a reasonably short period, to redesign not merely individual bodies, but the entire human race.

One of the more fantastic possibilities is that man will be able to make biological carbon copies of himself. Through a process known as "cloning," it will be possible to grow from the nucleus of an adult cell a new organism that has the same genetic characteristics of the person contributing the cell nucleus. The resultant human "copy" would start life with a genetic endowment identical to that of the donor, although cultural differences might thereafter alter the personality or physical development of the clone.

Cloning would make it possible for people to see themselves born anew, to fill the world with twins of themselves. But cloning could also create undreamed of complications for the race. There is a certain charm to the idea of Albert Einstein bequeathing copies of himself to posterity. But what of Adolf Hitler? Should there be laws to regulate cloning? Nobel Laureate Joshua Lederberg, a scientist who takes his social responsibility very seriously, believes it conceivable that those most likely to replicate themselves will be those who are most narcissistic, and that the clones they produce will also be narcissists.

Future Shock, Alvin Toffler

② Identifying a writer's or speaker's expressed main idea, i.e., paraphrasing or summarizing the main idea.

2a. After reading Future Shock:

What is the main idea expressed in example B-1? Summarize it in your own words.

2b. After reading a book of fiction or nonfiction:

What is the main idea expressed in Chapter 1? Summarize it in your own words.

	2c. After reading a newspaper article, magazine article, or essay: What is the main idea expressed in this article (essay)? Summarize it in your own words.
③ Identifying supporting ideas or details (explicit character traits, main events, facts, etc.).	3a. What is a supporting idea expressed in example B-1? Summarize it in your own words. 3b. After reading a book of fiction or nonfiction: What is a supporting idea or detail expressed in Chapter 1? Summarize it in your own words. 3c. After reading a newspaper article, magazine article, or essay: What is a supporting idea or detail expressed in this article (essay)? Summarize it in your own words.
④ Identifying types of logical order: chronological order (the order in which things happen or are done), spatial order (the order of space or position), or order of importance.	4. After reading The Learning Tree, by Gordon Parks: Which type of order is used in this paragraph: chronological, spatial, or order of importance? It snowed on for two days and part of another night. When it stopped, the cattle barns could hardly be seen from the house. The big snow was a blessing for Jack and Pete, for they were hired by the County to help clear the outlying roads. On the last Saturday of the month Newt went along. Sitting between his father and Pete on the big plow truck, he watched the snow churn up and off to the side, where in some places the drifts were higher than the cab of the truck. Halfway between the

swimming hole and Jake Kiner's place on the river road, Pete stopped the truck and braced for such a drift; then he revved up the motor and knifed the plow blades into it, sending the snow up over them and in all directions. There was a sudden jolt, and Newt and his father slammed forward into the dashboard. The truck bounced back and stalled.

C. INTERPRETIVE COMPREHENSION

Reading/Listening "Between the Lines"

1. Identifying a literary genre (novel, short story, myth, fable, biography, autobiography, diary, editorial, essay, speech, narrative poem, epic, sonnet, comedy, tragedy, etc.)

1. After reading the editorial in which this passage appears:

Identify the literary genre illustrated by this passage.

The American Bar Association's House of Delegates surely undermined public confidence in the legal profession when it decided that lawyers should be barred from disclosing information about illegal activities their clients are undertaking or plan to undertake. By this action the ABA has embraced the untenable view that the needs of the profession override the needs of the society as a whole....

The legal system is, in a sense, a terribly elaborate game with rules designed to protect the interests of the individuals enmeshed in it. In general, those rules make sense even when they occasionally provide "loopholes" for persons who, in truth, are guilty of illegalities.

However, when those rules directly counter the interests of society in guarding against illegal behavior, as

	the ABA proposal to extend the lawyer-client privilege would, they have tilted too far. They effectively place a lawyer's client above the law. Boston Globe, February 21, 1983
② Identifying a writer's or speaker's implied main idea, i.e., stating or summarizing the implied main idea (applies to fiction, poetry, and nonfiction).	2. After reading "The Lottery," by Shirley Jackson: What is the main idea implied in this passage? Summarize it in your own words. Old Man Warner snorted. "Pack of crazy fools," he said. "Listening to the young folks, nothing's good enough for them. Next thing you know, they'll be wanting to go back to living in caves, nobody work anymore, live that way for a while. Used to be a saying, 'Lottery in June, corn be heavy soon.' First thing you know, we'd all be eating stewed chickweed and acorns. There's always been a lottery," he added petulantly. "Bad enough to see young Joe Summers up there joking with everybody." "Some places have already quit lotteries," Mrs. Adams said. "Nothing but trouble in that," Old Man Warner said stoutly. "Pack of young fools."
③ Identifying a writer's or speaker's purpose: to inform, persuade, inspire, or entertain (applies to fiction, poetry, and nonfiction).	3. In example C-1, what is the writer's purpose?
④ Inferring characterization from a character's actions, thoughts, and words and the author's commentary (applies mainly to fiction).	4a. After reading Sister Carrie, by Theodore Dreiser: In Hurstwood's opinion, what is Carrie's most outstanding character trait?

	She [Carrie] came fresh from the air of the village, the light of the country still in her eye. Here was neither guile nor rapacity. There were slight inherited traits of both in her, but they were rudimentary. She was too full of wonder and desire to be greedy. She still looked about her upon the great maze of the city without understanding. Hurstwood felt the bloom and the youth. He picked her as he would the fresh fruit of a tree. He felt as fresh in her presence as one who is taken out of the flash of summer to the first cool breath of spring. 4b. After reading "The Glass Menagerie," by Tennessee Williams: Analyze the characters of Amanda, Laura, Tom, and Jim. What characteristic do they share? Give supporting evidence for your answer.
⑤ Inferring cause and effect relationships (applies mainly to fiction and nonfiction).	5. After reading A Tale of Two Cities, by Charles Dickens: Describe two instances in which the physical resemblance between Sidney Carton and Charles Darnay determines events in the novel.
⑥ Drawing conclusions from a given content (applies to fiction, poetry, and nonfiction).	6. After reading The Grapes of Wrath, by John Steinbeck: Based on this passage, what conclusions can you draw about farm owners and farming? And it came about that owners no longer worked on their farms. They farmed on paper; and they forgot the land, the smell, the feel of it, and remembered only that they owned it, remembered only what they gained and

	lost by it. And some of the farms grew so large that one man could not even conceive of them any more, so large that it took bookkeepers to keep track of interest and gain and loss; chemists to test the soil, to replenish; straw bosses to see that the stooping men were moving along the rows swiftly as the material of their bodies could stand.
⑦ Predicting logical outcomes, i.e., the next occurrence, the ending, or a likely occurrence after the ending (applies mainly to fiction).	7a. After reading to designated point in "Paul's Case," by Willa Cather: What do you think Paul will do after he is taken out of school and put to work? Give supporting evidence for your answer. 7b. After reading Death of a Salesman, by Arthur Miller: The play ends with Willy Loman's death. What do you think Willy's sons, Happy and Biff, will be doing five years later? Give supporting evidence for your answer.
⑧ Identifying and giving examples of the elements of the short story and longer works of fiction: plot, subplot, character (protagonist/antagonist), theme, setting, tone (author's attitude toward a subject), mood (atmosphere of a passage or work), rising action, climax, falling action, resolution (dénouement).	8. After reading The Scarlet Letter, by Nathaniel Hawthorne: Describe the rising action, climax, falling action, and resolution of the novel.
⑨ Identifying and giving examples of conflict in fiction and nonfiction: people vs. people, people vs. society, people vs. nature or the environment, people vs. themselves, people vs. fate or the supernatural.	9a. After reading "The Secret Life of Walter Mitty," by James Thurber: Identify and describe the conflict Walter Mitty faces.

	9b. After reading Dr. Jekyll and Mr. Hyde, by Robert Louis Stevenson: Identify and describe the conflict Dr. Jekyll faces.
Δ 10. Identifying and giving examples of figurative language in fiction, poetry, and nonfiction: simile, metaphor, alliteration, onomatopoeia, personification, hyperbole (exaggeration), assonance, apostrophe, paradox, metonymy (use of a word associated with the whole), synecdoche (use of a part for the whole or a whole for the part).	10. Identify the types of figurative language used in these lines. a. City Hall issued a terse statement to the press. b. Was this the face that launched a thousand ships? Tragical History of Doctor Faustus, Christopher Marlowe c. The pen is mightier than the sword. Richelieu, Edward Bulwer-Lytton
Δ 11. Identifying and giving examples of literary techniques in fiction, poetry, and nonfiction: flashback, foreshadowing, imagery, symbolism, satire, allusion, allegory, parable.	11a. After reading the essay in which this passage appears: Identify examples of imagery in this passage. The story of Newbury Street is the story of Boston. When you first walk the city's cobblestone streets, listening to the furious clang/dong of distant cathedral bells or watching pigeon-colored skies roll in from steel-blue seas to wrap the whole city in a chilling mist, it seems as though Boston is mercilessly entrenched in its own timeless traditions. But woven into the starched white fabric of old Boston is a bright new enthusiasm. On Newbury Street, and indeed, all around it, Boston dances with the finest blue-blooded vitality in America. "Newbury Street," Travel and Leisure, March, 1980, Karen MacNeil

	11b. After reading the book in which this passage appears: Identify the literary technique used in this passage. Where but in America could I meet someone like the Reverend Robert Truesdell, who conducts eighty or ninety marriages on a good Friday and Saturday night in Las Vegas. "We in the marriage industry..." he said. And maybe only in somewhere like Houston could one hear a visionary industrialist boom, pointing proudly at the Astroturf, "We have made grass obsolete." And where else but in America could an Englishman get off a plane and be given the heartwarming greeting, "Hello, David, it must be nice to be home again." The Americans, David Frost
⑫. Identifying and giving examples of types of irony in fiction, poetry, and nonfiction: verbal irony (including sarcasm and understatement), dramatic irony, and irony of situation.	12. After reading "The Cask of Amontillado," by Edgar Allan Poe: Give an example of dramatic irony in this story.
⑬. Identifying and giving examples of points of view in fiction, poetry, and nonfiction: first-person, third-person limited, and omniscient.	13. After reading The Return of the Native: What point of view is used in this novel?
⑭. Distinguishing between fact and opinion (applies mainly to written or spoken nonfiction material).	14. Are the statements in example C-1 mainly fact or opinion?

D. EVALUATIVE COMPREHENSION

Reading/Listening with Critical Insight

① Relating grade-appropriate fiction, poetry, and nonfiction to one's own prior knowledge and experience.	1. After reading A Tale of Two Cities: Sidney Carton gave up his life for the sake of the woman he loved. Have you ever made a personal sacrifice or known or read about a person who made one? Compare the sacrifice with Sidney Carton's.
② Evaluating written and spoken material according to specific criteria.	2. After viewing a particular film or television program: Were the characters realistic? Was their dialogue natural? Were their actions nonstereotyped? Give supporting evidence for your judgment.
③ Identifying a writer's or speaker's bias or prejudice (applies mainly to written or spoken nonfiction material).	3. See Grade Nine, D-3.
④ Comparing, contrasting, and evaluating two accounts of the same event or views of the same issue (applies only to written or spoken nonfiction material).	4. See Grade Nine, D-4.
⑤ Distinguishing between the following kinds of written and spoken material: --clear and unclear --complete and incomplete --accurate and inaccurate --logical and illogical	5. See Grade Nine, D-5.

⑥. Distinguishing between related supporting ideas or details and unrelated ideas or details (applies mainly to written or spoken nonfiction material).	6. See Grade Nine, D-6.
⑦. Identifying and giving examples of propaganda techniques: loaded words, card-stacking, name-calling, testimonials, repetition, glittering generalities, bandwagon, plain folks, transfer, snob appeal.	7. Which propaganda technique is used in these advertisements? a. ...Prospect Hill Condominiums. 75% were pre-sold before construction had been completed... Only two homes left! b. ALL OF AMERICA IS TAKING THE HIGH ROAD TO CHINA (movie advertisement)
⑧. Identifying kinds of stereotyping: sex, age, race, occupation, nationality, religion, etc.	8. See Grade Nine, D-8.
* 9. Identifying and giving examples of fallacies in reasoning: hasty generalization, false analogy, begging the question (circular reasoning), ignoring the question, unreliable authority.	9. Identify the fallacies in reasoning in the following statements. a. Edith Wharton is a great writer because she writes very well. b. The bus I ride to work broke down twice this month. Buses are a poor method of transportation. c. The unemployed are like criminals because they are stealing welfare checks from the government. They should find jobs or go to jail.

E. VOCABULARY BUILDING

①. Expanding personal vocabulary through listening, reading, content area study, and other experiences.	1. Assessed in literal reading comprehension (B-1, B-2, B-3, and B-4), in the use of words in writing (H-4), and in the use of words in speaking (K-7).

② Identifying the meanings of unfamiliar words by using context clues.	2a. After reading "Letter from Birmingham Jail," by Martin Luther King, Jr.: In this passage, what is the meaning of ordinance? Sometimes a law is just on its face and unjust in its application. For instance, I have been arrested on a charge of parading without a permit. Now, there is nothing wrong in having an ordinance which requires a permit for a parade. But such an ordinance becomes unjust when it is used to maintain segregation and to deny citizens the First Amendment privilege of peaceful assembly and protest. 2b. In example B-1, what is the meaning of bequeathing? posterity? narcissistic?
③ Identifying the appropriate meanings of words with multiple meanings by using context clues or a dictionary.	3. In example E-2a, what is the meaning of face?
④ Identifying the meanings of unfamiliar words by analyzing prefixes, suffixes, and roots.	4. Divide the word amicable into its root and suffix and define the word. Esther's relationship with her teammates is amicable.
⑤ Identifying synonyms and antonyms for words in context.	5. In example E-2a, what is a synonym for application? What is an antonym for maintain?
⑥ Identifying synonyms by using a thesaurus.	6. Using a thesaurus, write five synonyms for luxurious.
⑦ Identifying the connotations (suggested meanings) of words.	7. After reading "The Cask of Amontillado:"

	In this passage, what is the connotation of madness? conical cap? wringing his hand? It was about dusk, one evening during the supreme madness of the carnival season, that I encountered my friend. He accosted me with excessive warmth, for he had been drinking much. The man wore motley. He had on a tight-fitting parti-striped dress, and his head was surmounted by the conical cap and bells. I was so pleased to see him that I thought I should never have done wringing his hand.
⑧ Distinguishing between homonyms by using context clues.	8. Identify the correct homonym to use in this sentence. I can't decide (weather, whether) to read Ordinary People or I Never Promised You a Rose Garden.
⑨ Distinguishing between other commonly confused words by using context clues.	9. Identify the correct homonym to use in this sentence. In large companies, a member of the (personal, personnel) department usually screens job applicants.
⑩ Identifying the meanings of unfamiliar words by using a dictionary.	10. Using a dictionary, define cacophony. Ramon dreaded the cacophony of his office.
⑪ Identifying the pronunciations of words by using a dictionary.	11. Using a dictionary, write the pronunciation of cacophony and pronounce the word aloud.
⑫ Identifying the etymologies (derivations) and meanings of words by using a dictionary.	12. Using a dictionary, write the etymology and meaning of guillotine.

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*13. Identifying euphemisms and their neutral or less pleasant meanings.

13a. After reading A Tale of Two Cities:

In this passage, identify three euphemisms and their neutral or less pleasant meanings.

> I see the lives for which I lay down my life, peaceful, useful, prosperous and happy, in that England which I shall see no more. I see Her with a child upon her bosom, who bears my name. I see her father, aged and bent, but otherwise restored, and faithful to all men in his healing office, and at peace. I see the good old man so long their friend, in ten years' time enriching them with all he has, and passing tranquilly to his reward.
>
> I see that I hold a sanctuary in their hearts, and in the hearts of their descendants, generations hence. I see her, an old woman, weeping for me on the anniversary of this day. I see her and her husband, their course done, lying side by side in their earthly bed, and I know that each was not more honoured and held sacred in the other's soul, than I was in the souls of both.

13b. What are the less pleasant meanings of these euphemisms?

1. recycled
2. weight watcher
3. house of detention
4. senior citizen

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*14. Identifying and giving alternatives for sexist language.

14. Write nonsexist alternatives for these words and phrases.

1. mankind
2. manmade
3. steward, stewardess
4. Girl Friday

F. VARIETY OF WRITING

1. Writing frequently and in a variety of modes: descriptive, expository, narrative, persuasive, lyric, dramatic, and procedural. Below is a list of suggested writing activities for students in grades 9-12. From this list, teachers should select the activities most appropriate for their students.

acrostics
advertisements, (print):
  idea
  product
  service
anagrams
anecdotes
autobiographies
bibliographies
biographies
book reports
brain teasers
children's stories
codes
comparative analyses
computer programs
contracts
debate scripts
definitions
dialogues
diaries
dictionaries
directions
directories
dreams
epitaphs
essays:
  descriptive
  expository
  narrative
  persuasive
eulogies
evaluations
fables
fantasies
folk tales
forms:
  financial aid
  job application
  order
  tax
  voter registration
greeting cards
handbooks
impressions
jingles
jokes
journals
labels
laws
legal briefs
legends
letters: business
  acknowledgement and appreciation
  adjustment
  college or school application
  complaint
  follow-up
  inquiry
  job application
  order
  request
letters: friendly
  acceptance
  congratulations
  fan
  invitation

1. Teacher observation: Is the student writing frequently and in the seven modes? Students should keep cumulative writing folders during the year.

  - regret
  - social
  - sympathy
  - thank you
- letters to the principal
- librettos
- lists
- literary analyses
- lyric poetry:
  - cinquains
  - couplets
  - elegies
  - haiku
  - hymns
  - limericks
  - odes
  - songs
  - sonnets
- magazine articles
- memoirs (of self and others)
- memorandums
- monologues:
  - comic
  - dramatic
- myths
- narrative poetry:
  - ballads
  - epics
- newsletters
- newspapers:
  - cartoon captions
  - classified advertisements
  - columns (advice, sports, nutrition, etc.)
  - comic strip dialogue
  - crossword puzzles
  - editorials
  - feature stories
  - fillers
  - headlines
  - horoscopes
  - interviews
  - letters to the editor
  - news stories
  - obituaries
  - sports stories
- notes
- novels
- oral histories
- outlines
- palindromes
- parables
- paraphrases
- parodies
- picture captions
- plays (one or more acts):
  - comedy
  - drama
- posters
- précis (concise summaries of books, articles, etc.)
- predictions
- profiles
- proverbs
- puns
- questionnaires
- questions
- quizzes
- quotations
- recipes
- research papers
- research reports
- resolutions
- résumés
- reviews:
  - art exhibition
  - book
  - film
  - live performance
  - record
  - restaurant
  - television
- riddles
- rules
- satire
- science fiction

GRADE ELEVEN F

- short stories
- speeches:
  - announcement
  - campaign
  - commencement
  - introduction
  - victory
- summaries
- tall tales
- technical writing:
  - description of an object
  - explanation of a process
  - explanation of how a mechanism works
  - set of instructions
- telegrams
- testimonials
- tests (questions and answers):
  - analogy
  - essay
  - matching
  - multiple choice
  - sentence completion
- theses
- transcriptions (from dictation, records, tapes)
- translations
- travel itineraries
- wills
- yearbooks

G. WRITING - THE PROCESS	
1. Prewriting-preparing to write with one or more of the following activities: --brainstorming --clustering ideas, i.e., grouping ideas as they occur --selecting and limiting a topic --outlining --note-taking --interviewing --researching --timed free-flow writing --examining writing models	1-7 Assessed through teacher observation and conferences with students.
2. Composing-writing a rough draft.	
3. Rewriting, or revising a rough draft (referring to H. Writing - The Craft, objectives 1-7, which follow).	
4. Self-editing and proofreading a rough draft (referring to I. Writing - Mechanics and Usage, objectives 1-6, which follow). For editing marks and an example of a corrected essay, see Appendix A, pages 156-159.	
5. Writing a final draft and sharing writing with others: --oral reading to classmates --class notebook or magazine --bulletin board --school newspaper --school literary magazine --local newspaper (letter to the editor, etc.) --commercial student magazine --public display (School Committee building, etc.)	

H. WRITING - THE CRAFT

1. Composing effective paragraphs:

    --beginning paragraphs strongly, with topic or lead-in sentence, and concluding paragraphs effectively
    --unifying paragraphs by relating sentences within each paragraph to the topic sentence or the main idea
    --giving coherence to paragraphs by using logical order (chronological, spatial, or order of importance)
    --giving coherence to paragraphs by using transitional words and phrases:

    - chronological: before, after, while, when, first, second, finally, etc.
    - spatial: in the center, at the right, beside, opposite, in the distance, below, etc.
    - order of importance: also, because, in addition, furthermore, least, most of all, as a result, etc.

2. Staying focused on the topic and the purpose; writing with awareness of intended readers.

3. Achieving sentence variety, e.g., using different sentence beginnings, different sentence lengths, different sentence types (interrogative, exclamatory, compound, complex, etc.), and direct quotations.

4. Using vivid, precise, and appropriate words (concrete nouns, specific verbs and adjectives, sensory details, etc.).

1-7 Assessed through focused holistic scoring (see Introduction), conferences with students, and peer evaluation of multi-paragraph pieces of original writing (See list of suggested writing activities in F-1.)

5. Using figurative language (similes, metaphors, etc.) and literary techniques (flashback, foreshadowing, etc.). For a sample essay and explanations of the 5 objectives above, see Appendix B, pages 160-162.	
6. Writing concisely, e.g., avoiding repetition, wordiness, clichés, and passive voice.	
7. Using parallel structure, e.g., noun and noun, verb and verb, phrase and phrase, clause and clause, etc.	

I. WRITING - MECHANICS AND USAGE

1. Using legible handwriting (cursive or italic) and good graphics (spacing, margins, general neatness, paragraph indenting).	1-6 Assessed through focused holistic scoring of multi-paragraph pieces of original writing and transcriptions from dictation, tapes, etc. (See list of suggested writing activities in F-1).
2. Using correct spelling of noun plurals, homonyms and other commonly confused words, etc.	
3. Using correct mechanics: capitalization and punctuation, including contractions and possessives.	
Δ 4. Avoiding common usage errors: --subject/verb disagreement --inconsistent verb tenses --incorrect verb tenses --incorrect pronoun case --incorrect pronoun reference --incorrect comparative and superlative adjective forms --misplaced modifiers --dangling participles --incorrect subjunctive mood	

⑤ Using standard English: avoiding double negatives, slang, etc.	
⑥ Avoiding sentence fragments and run-on sentences.	
⑦ Using the correct forms for friendly letters (heading/salutation/body/closing/signature); business letters (heading/inside address/salutation/body/closing/signature); and envelopes.	7. Assessed through teacher observation and evaluation.
J. LANGUAGE STRUCTURE Patterns and Nomenclature of English 1. Identifying the eight parts of speech.	1. See Grade Nine, J-1.
2. Identifying parts of the sentence: subjects and predicates, direct and indirect objects, and subject complements (predicate nominative and predicate adjective).	2. See Grade Nine, J-2.
③ Identifying verbals and verbal phrases: gerund, participial, and infinitive.	3. See Grade Nine, J-3.
④ Identifying prepositional and appositive phrases.	4. See Grade Nine, J-4.
⑤ Identifying independent and dependent clauses (adjective, adverb, and noun).	5. See Grade Nine, J-5.
⑥ Identifying essential (restrictive) and nonessential (nonrestrictive) clauses.	6. See Grade Nine, J-6.

7. Classifying sentences according to structure: simple, compound, complex, and compound/complex.	7. See Grade Nine, J-7.
8. Classifying sentences according to purpose: declarative, interrogative, imperative, and exclamatory.	8. See Grade Nine, J-8.
9. Identifying verb tenses (present, past, future, present perfect, past perfect, future perfect) and the past participles of verbs.	9. See Grade Nine, J-9.
10. Identifying active and passive voices of verbs.	10. See Grade Ten, J-10.
11. Identifying transitive and intransitive verbs.	11. See Grade Ten, J-11.
*12. Identifying moods of verbs: indicative, subjunctive, and imperative.	12. In these sentences, label the mood indicative, subjunctive, or imperative. a. I wish I were able to see Belle of Amherst, the play about Emily Dickinson. b. Inherit the Wind dramatizes the famous Scopes monkey trial. c. Do not reveal the ending of Ten Little Indians.

K. SPEAKING Oral Reading, Discussion, and Presentation of Material Appropriate to Eleventh-Grade Level	
① Reading aloud with fluency and accuracy.	1-12 Assessed through teacher observation and evaluation.
② Reading with dramatic expression.	
③ Speaking audibly and clearly, with appropriate pace and phrasing.	
4. Reciting a memorized passage (speech, monologue, poem, etc.) with accuracy and expression.	
⑤ Exchanging ideas in small- and large-group discussions.	
⑥ Answering and asking questions clearly and concisely.	
⑦ Making an oral presentation on a prepared topic: --speaking audibly, expressively, and clearly --presenting ideas in a logical sequence --beginning and concluding the presentation strongly --relating supporting ideas to a theme or topic --staying focused on the topic and the purpose (to inform, persuade, inspire, or entertain) --showing awareness of the audience	

--using vivid, precise, and appropriate words
--using figurative language (similes, metaphors, etc.) and literary techniques (flashback, irony, etc.) when appropriate
--speaking concisely, e.g., avoiding repetition, wordiness, clichés, and passive voice (Note: these criteria parallel the objectives for H. Writing - The Craft, at this level.)

8. In formal verbal interactions, minimizing common usage errors:

--incorrect noun plurals
--subject/verb disagreement
--incorrect verb tenses
--inconsistent verb tenses
--incorrect pronoun case
--incorrect pronoun reference
--incorrect comparative and superlative adjective forms
--double negatives
--slang
--run-on sentences

9. Using body language effectively in public speaking, e.g., appropriate posture, eye contact with audience, facial expression, and gestures.

10. Conducting an interview and being interviewed.

* 11. After listening to one's own recorded speech, critically analyzing one's own speaking skills, using the criteria listed in objective 7.

* 12. After listening to a live, recorded, or broadcast speech, critically analyzing speaking skills of another person, using the criteria listed in objective 7.	
L. STUDY SKILLS Locating, Organizing, and Retaining Information, and Improving Test-Taking Skills ① Following and giving written and oral directions.	1-12 Assessed through teacher observation and evaluation.
② Varying reading speed and method according to one's purpose: --skimming for the main idea --scanning for specific information --reviewing to retain content --mastering to memorize information	
③ Using parts of a book to find information: title page, copyright page, preface, forward, or introduction, table of contents, list of illustrations, appendix, glossary, bibliography, and index.	
④ Locating information in reference books: dictionary, thesaurus, encyclopedia, almanac, yearbook, atlas, biographical reference book, literature reference book, reference book about authors, Readers' Guide to Periodical Literature, etc.	

⑤ Locating information in a school or public library by using signs, the layout map, card and book catalogues, the vertical file, the Dewey decimal system, and the Library of Congress system.

⑥ Locating information in a public library by using microfilm catalogues, microfilm, and microfiche readers.

Δ ⑦ Writing a research report (six to eight pages) that combines written material from six or more sources:

--selecting and limiting a topic
--gathering information
--writing bibliography cards
--taking notes
--writing an outline
--writing a rough draft
--writing footnotes
--writing a bibliography
--writing a final draft
--avoiding plagiarism

⑧ Improving general test-taking skills:

--previewing the test
--budgeting time wisely (according to length of test)
--following directions, e.g., filling out personal information correctly
--knowing when to guess
--checking that numbered answers on answer sheet correspond to numbered questions on test
--reviewing answers

⑨ Improving specific test-taking skills:

--Interpreting the following essay test terms:
classify, categorize, define, trace, describe, illustrate, compare and contrast, explain, discuss, interpret, analyze

--reading the follow-up questions first on reading comprehension tests

--determining relationships between words for analogy test questions, e.g., word to synonym, word to antonym, action to doer, part to whole, cause to effect, classification to example, etc.

10. Categorizing careers by the degree of English skills required, i.e., reading, writing, speaking, and listening.

⑪ Using study aids to read textbook material:

--chapter headings, section headings, subheadings

--footnotes and index

--visual aids (illustrations, maps, graphs, charts, etc.)

--vocabulary aids

* 12. Identifying sources of information other than high school and public libraries:

--university libraries

--special libraries, e.g., John F. Kennedy Presidential Library, Albert Einstein Library, French Library

--commercial bookstores

--special bookstores, e.g., Government Printing Office Bookstore (Federal)

--Books in Print and Paperbound Books in Print

--newspaper morgues
--indexes to local newspapers
--New England Telephone Yellow Pages
--museums and museum shops
--special exhibitions, e.g., Where's Boston?
--television and radio stations

GRADE TWELVE

A. VARIETY OF MATERIAL

① Reading and listening to a wide variety of material appropriate to the twelfth-grade level: narrative, expository, persuasive, lyric, dramatic, and procedural (See circle graph in the Introduction). Below is a list of suggested books for grade twelve.

1. Teacher observation: Is the student reading and listening to a wide variety of material? Students should read at least eight books from this list during the year and keep a record of books read.

Author	Title
FICTION	
Achebe, Chinua	Things Fall Apart
Agee, James	Death in the Family
Arnow, Harriet	Dollmaker
Auel, Jean M.	Clan of the Cave Bear
Baldwin, James	If Beale Street Could Talk
Bambara, Toni Cade	Gorilla, My Love
Boissard, Janine	A Matter of Feeling
Cervantes, Miguel de	Don Quijote de la Mancha
Chopin, Kate	Complete Works of Kate Chopin
Conrad, Joseph	Secret Agent
Conroy, Pat	Lords of Discipline
Crichton, Michael	Terminal Man
Doctorow, E.L.	Ragtime
Dostoevsky, Fyodor	Brothers Karamazov Crime and Punishment
Dreiser, Theodore	An American Tragedy

GRADE TWELVE A

Ellison, Ralph	Invisible Man
Farrell, James T.	Studs Lonigan (trilogy)
Faulkner, William	Intruder in the Dust
Flaubert, Gustave	Madame Bovary
Forester, C.S.	African Queen
Gogol, Nikolai	Dead Souls
Greene, Graham	Power and the Glory
Hardy, Thomas	Tess of the D'Urbervilles
Hemingway, Ernest	A Farewell to Arms For Whom the Bell Tolls Sun Also Rises
Huxley, Aldous	Brave New World
James, Henry	Daisy Miller Portrait of a Lady Turn of the Screw
Joyce, James	Portrait of the Artist as a Young Man
Kazantzakis, Nicos	Zorba the Greek
Kelley, William	A Different Drummer
Kerouac, Jack	On the Road
Kesey, Ken	One Flew Over the Cuckoo's Nest
Killens, John O.	Youngblood
Kosinski, Jerzy	Painted Bird
Lawrence, D.H.	Sons and Lovers
Le Guin, Ursula	Dispossessed
Lehrman, Robert	Juggling

GRADE TWELVE A

Malamud, Bernard	Assistant Fixer
Marquez, Gabriel Garcia	A Hundred Years of Solitude
Maugham, W. Somerset	Of Human Bondage
Melville, Herman	Billy Budd, Foretopman Moby Dick
Mohr, Nicholasa	In Nueva York
Momaday, N. Scott	House Made of Dawn
Moore, Brian	Luck of Ginger Coffey
Morrell, David	First Blood
Morrison, Toni	Bluest Eye Song of Solomon
Pasternak, Boris	Dr. Zhivago
Paton, Alan	Cry, the Beloved Country Too Late the Phalarope
Petry, Ann	Street
Plath, Sylvia	Bell Jar
Porter, Katherine Anne	Flowering Judas and Other Stories
Reed, Barry	Verdict
Roberts, Kenneth	Arundel Lydia Bailey Northwest Passage Oliver Wiswell
Solzhenitsyn, Alexander	One Day in the Life of Ivan Denisovich
Southerland, Ellease	Let the Lion Eat Straw
Stein, Sol	Magician
Stone, Irving	Agony and the Ecstasy Lust for Life

Straub, Peter	Ghost Story
Styron, William	Sophie's Choice
Tevis, Walter	Queen's Gambit
Thackeray, William M.	Vanity Fair
Tolstoy, Leo	Anna Karenina War and Peace
Turgenev, Ivan	Fathers and Sons
Uris, Leon	Mila 18 Trinity
Voltaire	Candide
Vonnegut, Kurt, Jr.	Slaughterhouse Five
Warren, Robert Penn	All the King's Men
Washington, Mary Helen	Midnight Birds: Stories of Contemporary Black Women Writers
West, Dorothy	Living Is Easy
Wharton, William	Birdy
White, T.H.	Once and Future King
Wilde, Oscar	Picture of Dorian Gray
Wouk, Herman	Caine Mutiny Winds of War War and Remembrance (sequel to Winds of War)
Wright, Richard	Native Son
Zola, Emile	Germinal
POETRY AND DRAMA	See Grade Ten Book List

GRADE TWELVE A

NONFICTION: Biography, Essays, History, Humor, Sports, True Adventure, etc.

Ali, Muhammad and Richard Durham	The Greatest: My Own Story
Angelou, Maya	Gather Together in My Name Singin' and Swingin' and Gettin' Merry Like Christmas Heart of a Woman (sequels to I Know Why the Caged Bird Sings)
Baker, Russell	Growing Up
Baldwin, James	Notes of a Native Son
Bernstein, Leonard	Findings
Bouton, Jim	Ball Four Plus Ball Five: An Update, 1970-1980
Brown, Claude	Manchild in the Promised Land
Connell, Evan S.	White Lantern
Evans, Christopher	Micro Millenium
Fraser, Nicolas and Marysa Navarro	Eva Perón
Gaddis, Thomas	Birdman of Alcatraz
Giovanni, Nikki	Gemini: An Extended Autobiographical Statement on My First Twenty-Five Years of Being a Black Poet
Hayes, Billy and William Hoffer	Midnight Express
Kidder, Tracy	Soul of a New Machine
Kingston, Maxine Hong	China Men Woman Warrior
Kovic, Ron	Born on the Fourth of July
Lerner, Gerda	Grimke Sisters From South Carolina: Pioneers for Women's Rights and Abolition
Maas, Peter	Marie Serpico

Malcolm X and Alex Haley	Autobiography of Malcolm X
Mebane, Mary E.	Mary: An Autobiography
Newman, Edwin	A Civil Tongue
Norman, Philip	Shout! The Beatles in Their Generation
Piersall, Jim and Albert Hirschberg	Fear Strikes Out
Portier, Sidney	This Life
Rather, Dan and Mickey Herskowitz	Camera Never Blinks: Adventures of a TV Journalist
Strunk, William, Jr. and E.B. White	Elements of Style
Thomas, Lewis	Medusa and the Snail
Van Devanter, Linda and Christopher Morgan	Home Before Morning: Story of an Army Nurse in Viet Nam
Waters, Ethel and Charles Michel	His Eye Is on the Sparrow
Woodward, Bob and Carl Bernstein	Final Days

B. LITERAL COMPREHENSION

Reading/Listening for the Explicit Meaning

① Reading fiction, poetry, and nonfiction at twelfth-grade level with good literal comprehension.

1. The student should be able to answer correctly several comprehension questions on a passage similar to this one (see B-2, B-3 and B-4).

Mr. Collins was not a sensible man, and the deficiency of nature had been but little assisted by education or society; the greatest part of his life having been spent under the guidance of an illiterate and miserly father; and though he belonged to one of the universities, he had merely kept the necessary terms, without forming at it any useful acquaintance. The subjection in which his father had brought him up had given him originally great humility of manner; but it was now a good deal counteracted by the self-conceit of a weak head, living in retirement, and the consequential feelings of early and unexpected prosperity. A fortunate chance had recommended him to Lady Catherine de Bourgh when the living of Hunsford was vacant; and the respect which he felt for her high rank, and his veneration for her as his patroness, mingling with a very good opinion of himself, of his authority as a clergyman, and his right as a rector, made him altogether a mixture of pride and obsequiousness, self-importance and humility.

Having now a good house and very sufficient income, he intended to marry; and in seeking a reconciliation with the Longbourn family he had a wife in view, as he meant to choose one of the daughters, if he found them as handsome and amiable as they were represented by common report. This was his plan of amends--of atonement--for inheriting their father's estate; and he thought it an excellent one, full of eligibility and suitableness, and excessively generous and disinterested on his own part.

Pride and Prejudice, Jane Austen

② Identifying a writer's or speaker's expressed main idea, i.e., paraphrasing or summarizing the main idea.

2a. After reading Pride and Prejudice:

What is the main idea expressed in example B-1? Summarize it in your own words.

2b. After reading a book of fiction or nonfiction:

What is the main idea expressed in Chapter 1? Summarize it in your own words.

	2c. After reading a newspaper article, magazine article, or essay: What is the main idea expressed in this article (essay)? Summarize it in your own words.
③ Identifying supporting ideas or details (explicit character traits, main events, facts, etc.).	3a. What is a supporting idea expressed in example B-1? Summarize it in your own words. 3b. After reading a book of fiction or nonfiction: What is a supporting idea or detail expressed in Chapter 1? Summarize it in your own words. 3c. After reading a newspaper article, magazine article, or essay: What is a supporting idea or detail expressed in this article (essay)? Summarize it in your own words.
④ Identifying types of logical order: chronological order (the order in which things happen or are done), spatial order (the order of space or position), or order of importance.	4. See Grade Nine, B-4, Grade Ten, B-4, and Grade Eleven, B-4.

C. INTERPRETIVE COMPREHENSION

Reading/Listening "Between the Lines"

① Identifying a literary genre (novel, short story, myth, fable, biography, autobiography, diary, editorial, essay, speech, narrative poem, epic, sonnet, comedy, tragedy, etc.)	1. Identify this literary genre. Let me not to the marriage of true minds Admit impediments. Love is not love Which alters when it alteration finds, Or bends with the remover to remove.

	Oh no! It is an ever-fixed mark That looks on tempests and is never shaken. It is the star to every wandering bark, Whose worth's unknown, although his height be taken. Love's not Time's fool, though rosy lips and cheeks Within his bending sickle's compass come. Love alters not with his brief hours and weeks, But bears it out even to the edge of doom. If this be error and upon me proved, I never writ, nor no man ever loved. "Sonnet 116," William Shakespeare
② Identifying a writer's or speaker's implied main idea, i.e., stating or summarizing the implied main idea (applies to fiction, poetry, and nonfiction).	2. After reading The Great Gatsby, by F. Scott Fitzgerald: What is the main idea implied in this passage? Summarize it in your own words. As I went over to say good-by I saw that the expression of bewilderment had come back into Gatsby's face, as though a faint doubt had occurred to him as to the quality of his present happiness. Almost five years! There must have been moments even that afternoon when Daisy tumbled short of his dreams--not through her own fault, but because of the colossal vitality of his illusion. It had gone beyond her, beyond everything. He had thrown himself into it with a creative passion, adding to it all the time, decking it out with every bright feather that drifted his way. No amount of fire or freshness can challenge what a man will store up in his ghostly heart.

③ Identifying a writer's or speaker's purpose: to inform, persuade, inspire, or entertain (applies to fiction, poetry, and nonfiction).	3. After reading the essay in which this passage appears: What is the writer's purpose in the essay in which this passage appears? Let us see how dictionaries are made and how the editors arrive at definitions. What follows, applies, incidentally, only to those dictionary offices where first-hand, original research goes on--not those in which editors simply copy existing dictionaries. The task of writing a dictionary begins with the reading of vast amounts of the literature of the period or subject that it is intended to cover. As the editors read, they copy on cards every interesting or rare word, every unusual or peculiar occurrence of a common word, a large number of common words in their ordinary uses, and also the sentences in which each of these words appears... "How Dictionaries Are Made," Language in Thought and Action, S.I. Hayakawa
④ Inferring characterization from a character's actions, thoughts, and words and the author's commentary (applies mainly to fiction).	4a. After reading The Great Gatsby: What can you infer about Gatsby from this passage? He [Gatsby] smiled understandingly --much more than understandingly. It was one of those rare smiles with a quality of eternal reassurance in it, that you may come across four or five times in life. It faced--or seemed to face--the whole external world for an instant, and then concentrated on you with an irresistible prejudice in your favor. It understood you just as far as you wanted to be understood, believed in you as you would like to believe in yourself, and assured you that it had precisely the impression of you that, at your best, you hoped to convey.

	4b. Explain why Hamlet (Othello, Macbeth) can be characterized a tragic hero. Give supporting evidence for your answer.
⑤ Inferring cause and effect relationships (applies mainly to fiction and nonfiction).	5a. After reading Pride and Prejudice: Why does Elizabeth Bennet change her opinion of Darcy? Give several specific reasons. 5b. After reading Macbeth, by William Shakespeare: How does Duncan's murder affect Macbeth and Lady Macbeth?
⑥ Drawing conclusions from a given content (applies to fiction, poetry, and nonfiction).	6. After reading Vanity Fair, by William Thackeray: Based on this passage, what conclusion can you draw about the people of Vanity Fair? We must pass over a part of Mrs. Rebecca Crawley's biography with that lightness and delicacy which the world demands--the moral world that has, perhaps, no particular objection to vice, but an insuperable repugnance to hearing vice called by its proper name. There are things we do and know perfectly well in Vanity Fair, though we never speak of them.
⑦ Predicting logical outcomes, i.e., the next occurrence, the ending, or a likely occurrence after the ending (applies mainly to fiction).	7. After reading to designated points in The Return of the Native, by Thomas Hardy: What predictions can you make about the married life of Clym Yeobright and Eustacia Vye? Damon Wildeve and Thomasin Yeobright? How do you think the novel will end? Give supporting evidence for your answers.

8. Identifying and giving examples of the elements of the short story and longer works of fiction: plot, subplot, character (protagonist/antagonist), theme, setting, tone (author's attitude toward a subject), mood (atmosphere of a passage or work), rising action, climax, falling action, resolution (dénouement).	8a. After reading Pride and Prejudice: Identify and describe several subplots in this novel. 8b. After reading Othello, by William Shakespeare: Discuss the multiple themes of this tragedy.
9. Identifying and giving examples of conflict in fiction and nonfiction: people vs. people, people vs. society, people vs. nature or the environment, people vs. themselves, people vs. fate or the supernatural.	9a. After reading A Doll's House, by Henrik Ibsen: Identify and describe two conflicts Nora Helmer faces in this play. 9b. After reading An Enemy of the People, by Henrik Ibsen: Identify the major conflict Dr. Stockmann faces in this play. 9c. After reading Oedipus the King, by Sophocles: Identify the major conflict Oedipus faces in this play.
Δ 10. Identifying and giving examples of figurative language in fiction, poetry, and nonfiction: simile, metaphor, alliteration, onomatopoeia, personification, hyperbole (exaggeration), assonance, apostrophe, paradox, metonymy (use of a word associated with the whole), synecdoche (use of a part for the whole or a whole for the part), pun.	10a. After reading the sonnet and play in which these lines appear: Identify the types of figurative language used in these lines. 1. Death, be not proud, though some have called thee Mighty and dreadful, For thou art not so. "Sonnet 10," Holy Sonnets, John Donne 2. O Romeo, Romeo, wherefore art thou Romeo? Romeo and Juliet, William Shakespeare

	10b. After reading Hamlet, by William Shakespeare: Identify the type of figurative language used in this passage. HAMLET.... Whose grave's this sirrah? GRAVEDIGGER: Mine, sir. [Sings.] O, a pit of clay for to be made For such a guest is meet. HAMLET: I think it be thine indeed, for thou liest in't. GRAVEDIGGER: You lie out on't, sir, and therefore 'tis not yours. For my part, I do not lie in't, yet it is mine. HAMLET: Thou dost lie in't, to be in't and say it is thine. "Tis for the dead, not for the quick; therefore thou liest. GRAVEDIGGER: 'Tis a quick lie, sir; 'twill away again from me to you.
11. Identifying and giving examples of literary techniques in fiction, poetry, and nonfiction: flashback, foreshadowing, imagery, symbolism, satire, allusion, allegory, parable.	11a. After reading Macbeth: Which literary technique is illustrated by (1) the witches' prophecy that Macbeth will be king and (2) the three apparitions the witches present to Macbeth? 11b. After reading "The Minister's Black Veil," by Nathaniel Hawthorne: Which literary technique is illustrated by this story? 11c. After reading Animal Farm, by George Orwell: Which literary technique is illustrated by this novel?

12. Identifying and giving examples of types of irony in fiction, poetry, and nonfiction: verbal irony (including sarcasm and understatement), dramatic irony, and irony of situation.	12a. After reading "Elizabeth Blackwell," by Eve Merriam: What type of irony is illustrated by these lines? Or will you be a teacher in a dames' school and train the little dears by the scientific rule that mental activity may strain the delicate female brain. 12b. After reading Romeo and Juliet: What type of irony is illustrated by this statement by Juliet? "I will not marry yet, and when I do, I swear it shall be Romeo, whom you know I hate, rather than Paris."
13. Identifying and giving examples of points of view in fiction, poetry, and nonfiction: first-person, third-person limited, and omniscient.	13. See Grade Nine, C-13, Grade 10, C-13, and Grade Eleven, C-13.
14. Distinguishing between fact and opinion (applies mainly to written or spoken nonfiction material).	14. See Grade Eleven, C-14.
*15. Identifying and interpreting different cultures and social attitudes through the study of world literature.	15a. After reading Les Miserables, by Victor Hugo: Describe how the theme of social injustice is developed in this novel. 15b. After reading Madame Bovary, by Gustave Flaubert, or Anna Karenina, by Leo Tolstoy: In what way is Emma Bovary (Anna Karenina) a victim of French (Russian) society?

15c. After reading The Good Earth, by Pearl Buck:

Describe how attitudes toward Chinese family life, farming, and religion are reflected in this novel.

15d. After reading Cry, the Beloved Country, by Alan Paton:

Describe how the theme of race relations in South Africa is developed in this novel.

15e. After reading A Hundred Years of Solitude, by Gabriel Garcia Marquez:

Describe several Latin American historical events, as interpreted in this novel.

D. EVALUATIVE COMPREHENSION

Reading/Listening with Critical Insight

① Relating grade-appropriate fiction, poetry, and nonfiction to one's own prior knowledge and experience.

1a. After reading Pride and Prejudice:

Have you ever formed a negative opinion of someone, as Elizabeth Bennet did of Darcy, and then changed your mind? Compare your experience with Elizabeth's.

1b. After reading The Great Gatsby:

Have you ever been disillusioned by someone, as Jay Gatsby was by Daisy Buchanan? Compare your experience with Gatsby's.

1c. After reading Macbeth:

Can you name any historical figures who, like Macbeth, ruthlessly pursued power? Compare their fates to Macbeth's.

GRADE TWELVE D

② Evaluating written and spoken material according to specific criteria.	2a. After viewing a local or national news program: Was the news reporting objective? Did it cover up-to-the-minute events? Did it avoid entertainment values, "fluff" reporting, and "happy talk?" Give supporting evidence for your judgment. 2b. After reading or listening to a persuasive speech: Was the argument presented clearly and logically? Did the writer (speaker) stay focused on the topic? Give supporting evidence for your judgment.
③ Identifying a writer's or speaker's bias or prejudice (applies mainly to written or spoken nonfiction material).	3. See Grade Nine, D-3.
④ Comparing, contrasting, and evaluating two accounts of the same event or views of the same issue (applies only to written or spoken nonfiction material).	4. See Grade Nine, D-4.
⑤ Distinguishing between the following kinds of written and spoken material: --clear and unclear --complete and incomplete --accurate and inaccurate --logical and illogical	5. See Grade Nine, D-5.
⑥ Distinguishing between related supporting ideas or details and unrelated ideas or details (applies mainly to written or spoken nonfiction material).	6. See Grade Nine, D-6.

⑦ Identifying and giving examples of propaganda techniques: loaded words, card-stacking, name-calling, testimonials, repetition, glittering generalities, bandwagon, plain folks, transfer, snob appeal.	7a. After reading the campaign speech in which this passage appears: Which propaganda technique is used in this passage? "I want Boston to be the best possible place in which to live and raise children, just as you do. I grew up in Boston and attended its public schools and state college. I am a tax-paying resident of the Hub, just like you, and my children attend its public schools. A vote for me is a vote for someone who understands Boston and its citizens." 7b. Identify propaganda techniques used in written and spoken material, e.g., advertisements, speeches, etc.
⑧ Identifying kinds of stereotyping: sex, age, race, occupation, nationality, religion, etc.	8. See Grade Nine, D-8.
Δ 9. Identifying and giving examples of fallacies in reasoning: hasty generalization, false analogy, begging the question (circular reasoning), ignoring the question, unreliable authority, post hoc reasoning (mistaken causal relationship), either-or fallacy.	9a. Identify the fallacies in reasoning in these statements. 1. Any course I take in high school should prepare me for a job; otherwise, the course is a waste of time. 2. Friday the 13th always brings me bad luck. Today was Friday the 13th and I failed my English test. 9b. Identify fallacies in reasoning that appear in written and spoken material.

* 10. Comparing and contrasting films and television programs with their original sources (novels, plays, etc.) and evaluating the media versions.	10. After reading Tess of the D'Urbervilles, by Thomas Hardy, and viewing Tess, the 1979 film version of the novel: Compare and contrast the novel with the film. Evaluate the film according to specific criteria. Give supporting evidence for your judgment.

E. VOCABULARY BUILDING

① Expanding personal vocabulary through listening, reading, content area study, and other experiences.	1. Assessed in literal reading comprehension (B-1, B-2, B-3, and B-4), in the use of words in writing (H-4), and in the use of words in speaking (K-7).
② Identifying the meanings of unfamiliar words by using context clues.	2a. In example B-1, what is the meaning of veneration? obsequiousness? 2b. In example E-5, what is the meaning of banality?
③ Identifying the appropriate meanings of words with multiple meanings by using context clues or a dictionary.	3a. In example E-5, what is the meaning of state, as used in the first sentence of the passage? What is the meaning of stated, as used in the second sentence? 3b. After reading Macbeth: What is the meaning of intelligence, as used in this passage? MACBETH: Stay, you imperfect speakers, tell me more: By Sinel's death I know I am Thane of Glamis; But how of Cawdor? The Thane of Cawdor lives, A prosperous gentleman; and to be King

	Stands not within the prospect of belief, No more than to be Cawdor. Say from whence You owe this strange intelligence?
④. Identifying the meanings of unfamiliar words by analyzing prefixes, suffixes, and roots.	4. Divide the word introspection into its prefix, suffix, and root and define the word. After a period of introspection, Glenda decided to spend her senior year in Spain.
⑤. Identifying synonyms and antonyms for words in context.	5. After reading the essay in which this passage appears: In this passage, what is a synonym for compelled? What is an antonym for paralyze? Perhaps the primary distinction of the artist is that he must actively cultivate that state which most men, necessarily, must avoid: the state of being alone. That all men are, when the chips are down, alone, is a banality--a banality because it is very frequently stated, but very rarely, on the evidence, believed. Most of us are not compelled to linger with the knowledge of our aloneness, for it is a knowledge that can paralyze all action in this world. There are, forever, swamps to be drained, cities to be created, mines to be exploited, children to be fed. None of these things can be done alone. But the conquest of the physical world is not man's only duty. He is also enjoined to conquer the great wilderness of himself. The precise role of the artist, then, is to illuminate that darkness, blaze roads through that vast forest, so

	that we will not, in all our doing, lose sight of its purpose, which is, after all, to make the world a more human dwelling place. "The Creative Dilemma," Creative America, James Baldwin
⑥ Identifying synonyms by using a thesaurus.	6. Using a thesaurus, write five synonyms for courage.
⑦ Identifying the connotations (suggested meanings) of words.	7a. In example C-2, what is the connotation of feather? drifted? ghostly heart? 7b. Cite phrases in example E-5 that give positive connotations to the artist.
⑧ Distinguishing between homonyms by using context clues.	8. Identify the correct word to use in this sentence. The artist used a laser beam to create an original design on the (stationary, stationery).
⑨ Distinguishing between other commonly confused words by using context clues.	9. Identify the correct word to use in this sentence. When the firm granted stock options as a fringe benefit, employee (morale, moral) skyrocketed.
⑩ Identifying the meanings of unfamiliar words by using a dictionary.	10. Using a dictionary, define cryptic. I overheard a cryptic conversation in the adjacent office.
⑪ Identifying the pronunciations of words by using a dictionary.	11. Using a dictionary, write the pronunciation of quixotic and pronounce the word aloud. Mitsuye's quixotic personality is both appealing and annoying.

GRADE TWELVE E

12. Identifying the etymologies (derivations) and meanings of words by using a dictionary.	12. Using a dictionary, write the etymology and meaning of quixotic.
13. Identifying euphemisms and their neutral or less pleasant meanings.	13. See Grade Eleven, E-13.
14. Identifying and giving alternatives for sexist language.	14. See Grade Eleven, E-14.
* 15. Identifying the meanings of recently created words and phrases.	15a. Write the meanings of these recently created words and phrases, using a dictionary or other aid when necessary. 1. aerobics 2. cable television 3. data base 4. debug 5. deprogram 6. designated hitter 7. floppy disk 8. future shock 9. Heimlich maneuver 10. high technology 11. holistic medicine 12. hot line 13. microfiche 14. robotics 15. salsa 16. teleconferencing 17. Third World 18. video game 19. wiretap 20. word processing 15b. List several recently created words and phrases and give their meanings.
* 16. Identifying new meanings of existing words.	16. Write the newest meanings of these existing words, using a dictionary or other aid when necessary. 1. condominium 2. encroachment 3. hospice 4. jog 5. program

* 17. Identifying idioms and their meanings.

17a. In example E-5, what is the meaning of the idiom when the chips are down?

17b. Write the meaning of the idiom tempt fate.

You tempt fate when you drive without a seat belt.

17c. List several idioms and give their meanings.

*18. Identifying the meanings of acronyms.

18. For each of these acronyms, write the words it represents, using a dictionary or other aid when necessary.

1. BASIC
2. CARE
3. CETA
4. CHiPs
5. COBOL
6. CORE
7. EPCOT
8. FICA
9. MADD
10. MASH
11. NOW
12. OPEC
13. RAM
14. ROM
15. ROTC
16. scuba
17. UNESCO
18. UNICEF
19. VISTA
20. WATS

F. VARIETY OF WRITING

1. Writing frequently and in a variety of modes: descriptive, expository, narrative, persuasive, lyric, dramatic, and procedural. Below is a list of suggested writing activities for students in grades 9-12. From this list, teachers should select the activities most appropriate for their students.

acrostics
advertisements, (print):
  idea
  product
  service
anagrams
anecdotes
autobiographies
bibliographies
biographies
book reports

1. Teacher observation: Is the student writing frequently and in the seven modes? Students should keep cumulative writing folders during the year.

- brain teasers
- children's stories
- codes
- comparative analyses
- computer programs
- contracts
- debate scripts
- definitions
- dialogues
- diaries
- dictionaries
- directions
- directories
- dreams
- epitaphs
- essays:
  - descriptive
  - expository
  - narrative
  - persuasive

- eulogies
- evaluations
- fables
- fantasies
- folk tales
- forms:
  - financial aid
  - job application
  - order
  - tax
  - voter registration
- greeting cards
- handbooks
- impressions
- jingles
- jokes
- journals
- labels
- laws
- legal briefs
- legends
- letters: business
  - acknowledgement and appreciation
  - adjustment
  - college or school application
  - complaint
  - follow-up
  - inquiry
  - job application
  - order
  - request
- letters: friendly
  - acceptance
  - congratulations
  - fan
  - invitation
  - regret
  - social
  - sympathy
  - thank you
- letters to the principal
- librettos
- lists
- literary analyses
- lyric poetry:
  - cinquains
  - couplets
  - elegies
  - haiku
  - hymns
  - limericks
  - odes
  - songs
  - sonnets
- magazine articles
- memoirs (of self and others)
- memorandums
- monologues:
  - comic
  - dramatic
- myths
- narrative poetry:
  - ballads
  - epics
- newsletters
- newspapers:
  - cartoon captions
  - classified advertisements
  - columns (advice, sports, nutrition, etc.)
  - comic strip dialogue
  - crossword puzzles

GRADE TWELVE F

  - editorials
  - feature stories
  - fillers
  - headlines
  - horoscopes
  - interviews
  - letters to the editor
  - news stories
  - obituaries
  - sports stories
- notes
- novels
- oral histories
- outlines
- palindromes
- parables
- paraphrases
- parodies
- picture captions
- plays (one or more acts):
  - comedy
  - drama
- posters
- précis (concise summaries of books, articles, etc.)
- predictions
- profiles
- proverbs
- puns
- questionnaires
- questions
- quizzes
- quotations
- recipes
- research papers
- research reports
- resolutions
- résumés
- reviews:
  - art exhibition
  - book
  - film
  - live performance
  - record
  - restaurant
  - television
- riddles
- rules
- satire
- science fiction
- short stories
- speeches:
  - announcement
  - campaign
  - commencement
  - introduction
  - victory
- summaries
- tall tales
- technical writing:
  - description of an object
  - explanation of a process
  - explanation of how a mechanism works
  - set of instructions
- telegrams
- testimonials
- tests (questions and answers):
  - analogy
  - essay
  - matching
  - multiple choice
  - sentence completion
- theses
- transcriptions (from dictation, records, tapes)
- translations
- travel itineraries
- wills
- yearbooks

G. WRITING - THE PROCESS

① Prewriting-preparing to write with one or more of the following activities:

- --brainstorming
- --clustering ideas, i.e., grouping ideas as they occur
- --selecting and limiting a topic
- --outlining
- --note-taking
- --interviewing
- --researching
- --timed free-flow writing
- --examining writing models

② Composing-writing a rough draft.

③ Rewriting, or revising a rough draft (referring to H. Writing - The Craft, objectives 1-7, which follow).

④ Self-editing and proofreading a rough draft (referring to I. Writing - Mechanics and Usage, objectives 1-6, which follow).

For editing marks and an example of a corrected essay, see Appendix A, pages 156-159.

⑤ Writing a final draft and sharing writing with others:

- --oral reading to classmates
- --class notebook or magazine
- --bulletin board
- --school newspaper
- --school literary magazine
- --local newspaper (letter to the editor, etc.)
- --commercial student magazine
- --public display (School Committee building, etc.)

1-5 Assessed through teacher observation and conferences with students.

H. WRITING - THE CRAFT

① Composing effective paragraphs:

- --beginning paragraphs strongly, with topic or lead-in sentence, and concluding paragraphs effectively
- --unifying paragraphs by relating sentences within each paragraph to the topic sentence or the main idea
- --giving coherence to paragraphs by using logical order (chronological, spatial, or order of importance)
- --giving coherence to paragraphs by using transitional words and phrases:
  - chronological: before, after, while, when, first, second, finally, etc.
  - spatial: in the center, at the right, beside, opposite, in the distance, below, etc.
  - order of importance: also, because, in addition, furthermore, least, most of all, as a result, etc.

② Staying focused on the topic and the purpose; writing with awareness of intended readers.

③ Achieving sentence variety, e.g., using different sentence beginnings, different sentence lengths, different sentence types (interrogative, exclamatory, compound, complex, etc.), and direct quotations.

④ Using vivid, precise, and appropriate words (concrete nouns, specific verbs and adjectives, sensory details, etc.).

1-7 Assessed through focused holistic scoring (see Introduction), conferences with students, and peer evaluation of multi-paragraph pieces of original writing (See list of suggested writing activities in F-1.)

⑤ Using figurative language (similes, metaphors, etc.) and literary techniques (flashback, foreshadowing, etc.). For a sample essay and explanations of the 5 objectives above, see Appendix B, pages 160-162.	
⑥ Writing concisely, e.g., avoiding repetition, wordiness, clichés, and passive voice.	
⑦ Using parallel structure, e.g., noun and noun, verb and verb, phrase and phrase, clause and clause, etc.	
I. WRITING - MECHANICS AND USAGE	
1. Using legible handwriting (cursive or italic) and good graphics (spacing, margins, general neatness, paragraph indenting).	1-6 Assessed through focused holistic scoring of multi-paragraph pieces of original writing and transcriptions from dictation, tapes, etc. (See list of suggested writing activities in F-1).
② Using correct spelling of noun plurals, homonyms and other commonly confused words, etc.	
③ Using correct mechanics: capitalization and punctuation, including contractions and possessives.	
④ Avoiding common usage errors: --subject/verb disagreement --inconsistent verb tenses --incorrect verb tenses --incorrect pronoun case --incorrect pronoun reference --incorrect comparative and superlative adjective forms --misplaced modifiers --dangling participles --incorrect subjunctive mood	

⑤ Using standard English: avoiding double negatives, slang, etc.	
⑥ Avoiding sentence fragments and run-on sentences.	
⑦ Using the correct forms for friendly letters (heading/salutation/body/closing/signature); business letters (heading/inside address/salutation/body/closing/signature); and envelopes.	7. Assessed through teacher observation and evaluation.

J. LANGUAGE STRUCTURE

Patterns and Nomenclature of English

1. Identifying the eight parts of speech.	1. See Grade Nine, J-1.
2. Identifying parts of the sentence: subjects and predicates, direct and indirect objects, and subject complements (predicate nominative and predicate adjective).	2. See Grade Nine, J-2.
③ Identifying verbals and verbal phrases: gerund, participial, and infinitive.	3. See Grade Nine, J-3.
④ Identifying prepositional and appositive phrases.	4. See Grade Nine, J-4.
⑤ Identifying independent and dependent clauses (adjective, adverb, and noun).	5. See Grade Nine, J-5.
⑥ Identifying essential (restrictive) and nonessential (nonrestrictive) clauses.	6. See Grade Nine, J-6.

7. Classifying sentences according to structure: simple, compound, complex, and compound/complex.	7. See Grade Nine, J-7.
8. Classifying sentences according to purpose: declarative, interrogative, imperative, and exclamatory.	8. See Grade Nine, J-8.
9. Identifying verb tenses (present, past, future, present perfect, past perfect, future perfect) and the past participles of verbs.	9. See Grade Nine, J-9.
10. Identifying active and passive voices of verbs.	10. See Grade Ten, J-10.
11. Identifying transitive and intransitive verbs.	11. See Grade Ten, J-11.
12. Identifying moods of verbs: indicative, subjunctive, and imperative.	12. See Grade Eleven, J-12.
K. SPEAKING Oral Reading, Discussion, and Presentation of Material Appropriate to Twelfth-Grade Level 1. Reading aloud with fluency and accuracy.	1-12 Assessed through teacher observation and evaluation.
2. Reading with dramatic expression.	
3. Speaking audibly and clearly, with appropriate pace and phrasing.	

(4.) Reciting a memorized passage (speech, monologue, poem, etc.) with accuracy and expression.

(5.) Exchanging ideas in small- and large-group discussions.

(6.) Answering and asking questions clearly and concisely.

(7.) Making an oral presentation on a prepared topic:

--speaking audibly, expressively, and clearly
--presenting ideas in a logical sequence
--beginning and concluding the presentation strongly
--relating supporting ideas to a theme or topic
--staying focused on the topic and the purpose (to inform, persuade, inspire, or entertain)
--showing awareness of the audience
--using vivid, precise, and appropriate words
--using figurative language (similes, metaphors, etc.) and literary techniques (flashback, irony, etc.) when appropriate
--speaking concisely, e.g., avoiding repetition, wordiness, clichés, and passive voice (Note: these criteria parallel the objectives for H. Writing - The Craft, at this level.)

8. In formal verbal interactions, minimizing common usage errors: --incorrect noun plurals --subject/verb disagreement --incorrect verb tenses --inconsistent verb tenses --incorrect pronoun case --incorrect pronoun reference --incorrect comparative and superlative adjective forms --double negatives --slang --run-on sentences	
9. Using body language effectively in public speaking, e.g., appropriate posture, eye contact with audience, facial expression, and gestures.	
10. Conducting an interview and being interviewed.	
11. After listening to one's own recorded speech, critically analyzing one's own speaking skills, using the criteria listed on objective 7.	
12. After listening to a live, recorded, or broadcast speech, critically analyzing speaking skills of another person, using the criteria listed in objective 7.	
* 13. Participating in and observing debates.	13. Debate this proposition: Resolved: That Boston public high schools should have an open campus policy.

L. STUDY SKILLS

Locating, Organizing, and Retaining Information, and Improving Test-Taking Skills

① Following and giving written and oral directions.

② Varying reading speed and method according to one's purpose:

--skimming for the main idea
--scanning for specific information
--reviewing to retain content
--mastering to memorize information

③ Using parts of a book to find information: title page, copyright page, preface, forward, or introduction, table of contents, list of illustrations, appendix, glossary, bibliography, and index.

④ Locating information in reference books: dictionary, thesaurus, encyclopedia, almanac, yearbook, atlas, biographical reference book, literature reference book, reference book about authors, Readers' Guide to Periodical Literature, etc.

⑤ Locating information in a school or public library by using signs, the layout map, card and book catalogues, the vertical file, the Dewey decimal system, and the Library of Congress system.

⑥ Locating information in a public library by using microfilm catalogues, microfilm, and microfiche readers.

1-12 Assessed through teacher observation and evaluation.

Δ 7. Writing a research report (eight or more pages) that combines written material from six or more sources:

--selecting and limiting a topic
--gathering information
--writing bibliography cards
--taking notes
--writing an outline
--writing a rough draft
--writing footnotes
--writing a bibliography
--writing a final draft
--avoiding plagiarism

8. Improving general test-taking skills:

--previewing the test
--budgeting time wisely (according to length of test)
--following directions, e.g., filling out personal information correctly
--knowing when to guess
--checking that numbered answers on answer sheet correspond to numbered questions on test
--reviewing answers

9. Improving specific test-taking skills:

--Interpreting the following essay test terms:
  classify, categorize, define, trace, describe, illustrate, compare and contrast, explain, discuss, interpret, analyze
--reading the follow-up questions first on reading comprehension tests
--determining relationships between words for analogy test questions, e.g., word to synonym, word to antonym, action to doer, part to whole, cause to effect, classification to example, etc.

10. Categorizing careers by the degree of English skills required, i.e., reading, writing, speaking, and listening.

11. Using study aids to read textbook material:

    - --chapter headings, section headings, subheadings
    - --footnotes and index
    - --visual aids (illustrations, maps, graphs, charts, etc.)
    - --vocabulary aids

12. Identifying sources of information other than high school and public libraries:

    - --university libraries
    - --special libraries, e.g., John F. Kennedy Presidential Library, Albert Einstein Library, French Library
    - --commercial bookstores
    - --special bookstores, e.g., Government Printing Office Bookstore (Federal)
    - --*Books in Print* and *Paperbound Books in Print*
    - --newspaper morgues
    - --indexes to local newspapers
    - --*New England Telephone Yellow Pages*
    - --museums and museum shops
    - --special exhibitions, e.g., *Where's Boston?*
    - --television and radio stations

APPENDIX A: EDITING MARKS

The errors below are examples of common errors covered in Writing - Mechanics and Usage, objectives 2-6, page 36.

Sample essay	Editing Mark	What the mark means
EPCOT Center may be the (1) eigth	(1) sp	(1) error in spelling
modern wonder of the world. (2) The word EPCOT is an acronym for "Experimental Prototype Community of Tomorrow" and it spells a fascinating trip into the future for those lucky enough to take it as my family and I did during the April school vacation.	(2) RO	(2) run-on sentence
The newest addition to Walt Disney World, EPCOT is twice the size of the Magic (3) kingdom and cost almost one	(3) cap	(3) error in capitalization
billion dollars to build. Fortunately, the admission price (4) isn't no	(4) neg	(4) double negative
(5) rip-off, for EPCOT offers some of the	(5) slang	(5) slang
(6) unusualest experiences one could ever imagine.	(6) adj	(6) error in adjective form
The Center consists of two separate sections (7) Future World and World	(7) p	(7) error in punctuation
Showcase. In Future World, we (8) seen	(8) vt	(8) error in verb tense
shows dealing with energy, communications, and transportation. The best one was Spaceship Earth, (9) witch tells the story	(9) hom	(9) error in homonym

Sample essay, continued	Editing Mark	What the mark means
of communication, from the Stone Age to the Computer Age. My sister and (10) me took a 40,000-year time journey	(10) Case	(10) error in pronoun case
in the geosphere, a structure eighteen (11) storys high. (12) (13) After	(11) pl	(11) error in noun plural
visiting the Future World exhibits,	(12) ¶	(12) new paragraph
it was time for a change of scenery.	(13) dang	(13) dangling participle
(14) Racing for the ferryboat that would take us to World Showcase. I nearly	(14) frag	(14) sentence fragment
dropped my camera. However, I managed to squeeze on board with my family, and we (15) was treated to an enjoyable ride.	(15) agree	(15) subject/verb disagreement
In World Showcase, we toured the Canadian, French, and Italian pavilions. Everyone wanted (16) their picture taken	(16) ref	(16) error in pronoun reference
in front of the Great Wall of China, but there (17) was'nt enough film.	(17) Cont	(17) error in contraction
That evening, we dined in a Japanese restaurant, where master chefs (18) are at	(18) incon vt	(18) inconsistent verb tense
work. (19) Cooked at our table, I really	(19) mis	(19) misplaced modifier
enjoyed the authentic meal. My EPCOT adventure lasted only a day, but I returned with a (20) years worth of memories.	(20) poss	(20) error in possessive

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Corrected essay

EPCOT Center may be the eighth modern wonder of the world. The word EPCOT is an acronym for "Experimental Prototype Community of Tomorrow." It spells a fascinating trip into the future for those lucky enough to take it, as my family and I did during the April school vacation.

The newest addition to Walt Disney World, EPCOT is twice the size of the Magic Kingdom and cost almost one billion dollars to build. Fortunately, the admission price isn't unreasonable, for EPCOT offers some of the most unusual experiences one could ever imagine.

The Center consists of two separate sections, Future World and World Showcase. In Future World, we saw shows dealing with energy, communications, and transportation. The best one was Spaceship Earth, which tells the story of communication, from the Stone Age to the Computer Age. My sister and I took a 40,000-year time journey in the geosphere, which is eighteen stories high.

After we visited the Future World exhibits, it was time for a change of scenery. Racing for the ferryboat that would take us to World Showcase, I nearly dropped my camera. However, I managed to squeeze on board with my family, and we were treated to an enjoyable ride.

In World Showcase, we toured the Canadian, French, and Italian pavilions. Everyone wanted his or her picture taken in front of the Great Wall of China, but there wasn't enough film.

That evening, we dined in a Japanese restaurant, where master chefs were at work. I really enjoyed the authentic meal cooked at our table. My EPCOT adventure lasted only a day, but I returned with a year's worth of memories.

APPENDIX B: SAMPLE EXPOSITORY ESSAY

This expository essay illustrates the 5 objectives in Grade Nine, Writing - The Craft. The explanations that follow the essay (page 162) correspond to the objectives (pages 35-36).

How to Read Faster

by Bill Cosby

(1) When I was a kid in Philadelphia, I must have read every comic book ever published. (2) I zipped through all of them in a couple of days, then reread the good ones until the next issues arrived. (3) As I got older, my eyeballs must have slowed down or something! (4) I mean, comic books started to pile up faster than my brother Russell and I could read them. (5) It wasn't until much later, when I was getting my doctorate, that I realized it wasn't my eyeballs that were to blame. (6) The problem is that there is too much to read these days, and too little time to read every word of it. (7) That's when I started to look around for common-sense, practical ways to help me read faster. (8) I found three that are especially good. (9) And if I can learn them, so can you--and you can put them to use immediately.

(10) The first way is previewing. (11) It is especially useful for getting a general idea of heavy reading like long magazine or newspaper articles and nonfiction books. (12) To preview, read the entire first two paragraphs of whatever you've chosen. (13) Next read only the first sentence of each successive paragraph. (14) Then read the entire last two paragraphs. (15) This will give you a quick, overall view of long, unfamiliar material. (16) It will keep you from spending time on things you don't really want--or need--to read.

(17) The second way to read faster is skimming. (18) It is a good way to get a general idea of light reading like popular magazines or the sports and entertainment

sections of the paper. (19) It is also a good way to review material you've read before. (20) To skim, think of your eyes as magnets. (21) Force them to move fast. (22) Sweep them across each and every line of type. (23) Pick up only a few key words in each line. (24) You will end up reading about half the words in less than half the time it would take to read every word.

(25) The third way to increase your reading speed is clustering. (26) Clustering trains you to look at groups of words rather than one at a time. (27) For example, instead of reading a line like this: My--brother--Russell--thinks--monsters, you would read it like this:

My brother Russell   thinks monsters

(28) For most of us, clustering takes constant practice because it's a totally different way of seeing what we read. (29) To practice clustering, begin with something easy to read. (30) Read it as fast as you can. (31) Concentrate on seeing three to four words at once rather than one word at a time. (32) Then reread the piece at your normal speed to see what you missed the first time. (33) Practice fifteen minutes every day until you can read clusters without missing much the first time.

(34) So now you have three ways to help you read faster: previewing to cut down on unnecessary heavy reading; skimming to get a quick, general idea of light reading; and clustering to increase your speed and comprehension. (35) With enough practice, you'll be able to handle more reading at school and at home in less time. (36) You should even have enough time to read your favorite comic books!

APPENDIX B: EXPLANATION

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1. Composing effective paragraphs:

   --Sentence 1 is a strong lead-in sentence. (Sentences 7 and 8 are the topic sentences.) Sentences 34-36 form an effective conclusion.

   --The sentences in each paragraph are related to the main idea (ways to increase reading speed).

   --Each paragraph is written in chronological order.

   --The paragraphs are given coherence by transitional phrases and words: the first way (10); the second way (17); the third way (25); next (13); then (14).

2. Each sentence in the essay focuses on the topic and the purpose (showing students how to read faster). Cosby shows awareness of his intended readers (e.g., sentences 35, 36).

3. Different sentence beginnings are used: As I got older (3); I mean (4); It wasn't until much later (5). Different sentence types are also used: sentence 3 is complex and exclamatory.

4. Vivid and precise words enliven the essay: zipped (2); eyeballs (3); common-sense (7); sweep (22).

5. Figurative language is used effectively:

   a. Hyperbole (exaggeration) - "When I was a kid in Philadelphia, I must have read every comic book ever published." (1)

   b. Simile - "To skim, think of your eyes as magnets." (20)

GRADE NINE ANSWERS

B-2a Jerry possessed the qualities of courage and integrity, or honesty. He accepted responsibility for his own actions.

B-3a While Jerry was chopping wood, the ax handle broke. He said the damage was due to his own carelessness, and offered to pay for the repair of the handle.

B-4 order of importance.

C-1a autobiography.

C-1b biography.

C-2a A spirit of cooperation can prevent tragedy, such as war.

C-2b If you give in to everyone, you will soon have nothing left to give; you can't please everyone; or another logical answer.

C-3a to persuade.

C-3b to inform and entertain.

C-4a Jerry is lonely and starved for affection.

C-4b Shane is both violent and tender. Supporting evidence: Shane breaks a man's arm in a fight. He then gently carries the man to a table and carefully wipes the blood from his face.

C-5a Cause: For two weeks, Annie assumes complete responsibility for Helen and disciplines her. She teaches Helen to keep herself clean, knit, exercise, and use table manners. Annie spells out all of these actions for Helen. In the play's climax, Helen pumps water and then spells the word "water" independently. Effect: Helen has learned the meaning of language.

C-5b Cause: Previewing, skimming, and clustering. Effect: A person can read faster.

C-5c Cause: Pip's assistance to an escaped convict. Effect: In gratitude for Pip's assistance, the convict becomes Pip's secret benefactor. Pip is therefore able to realize his "great expectations" of becoming a gentleman.

C-6 The "hard bodies" are cars; the "soft shapes" are human beings. The poet wonders whether the soft shapes are controlled by or are controlling the hard bodies.

C-7a Logical outcome: Dorset's answer will indicate that he is not eager for his son's return. The student may correctly predict that Dorset will ask the kidnappers for money in exchange for taking his son back. Supporting evidence: Dorset's son is very ill-behaved and torments his kidnappers. They are anxious to get rid of him. Actual outcome: Dorset agrees to take his son off the kidnappers' hands in return for two hundred and fifty dollars.

C-7b Logical outcome: Walter will try to obtain money quickly. The student may correctly predict how he obtains it. Supporting evidence: Walter needs money immediately and had previously rejected an opportunity to sell the Younger house. Actual outcome: Walter accepts the offer he had previously rejected.

C-7c Logical outcome: The relationship between the Jets and the Sharks will improve as a result of the tragedy. Supporting evidence: As the play closes, members of the rival gangs jointly carry Tony's body away.

C-8a Plot summaries will vary.

C-8b Major characters: Romeo and Juliet (protagonists); Paris and Tybalt (antagonists). The antagonist may also be an outside force or forces working against the protagonist(s) (in Romeo and Juliet, the family feud, fate, and chance).

C-9a Helen Keller faces a conflict with Annie Sullivan over discipline; Captain Keller faces conflicts with James Keller over several issues (people vs. people). Helen also struggles to overcome her physical disabilities (people vs. themselves).

C-9b Santiago vs. the fish (man vs. nature).

C-10 Metaphor: "typewriter: a mouthful of teeth chattering."
Personification: "typewriter...: afraid to be quiet;" "a pencil can lie down and dream."
Onomatopoeia: "chattering."
Alliteration: "down and dream;" "silver silences."

C-11a The scarlet ibis symbolizes the young boy's (Doodle's) spirit.

C-11b 1. During the first half of the novel, the pearl symbolizes comfort, security, and happiness to Kino. At the end of the novel, it symbolizes tragedy and suffering (or another logical answer).

C-12a 1. The Youngers are no longer planning to move.

2. Dramatic irony. (The reader or audience knows something the character does not know.)

C-12b 1. Della cut off and sold her hair to buy Jim's Christmas present, a watch chain. Jim, meanwhile, sold his watch to buy Della combs for her hair. Due to their individual sacrifices, each received a gift he or she could not use.

C-12b 2. Irony of situation. (The ending is the opposite of what is expected.)

C-13 Third-person limited point of view. The narrator (Hemingway, the author) is outside the story, commenting on the thoughts, feelings, and actions of only one character (Santiago).

C-14	1-fact; 2-opinion; 3-fact; 4-fact; 5-fact; 6-opinion; 7-opinion; 8-opinion; 9-fact; 10-fact.
D-3a	The speaker thinks that television is worthless and that television viewers are unintelligent.
D-4	Both accounts describe Jamie Fiske's medical checkup in Minneapolis. Account A is unbiased because the facts are reported objectively and unemotionally. Account B is biased because loaded words are used to evoke sympathy for Jamie: "fighting for her life," "triumphant homecoming," "pencil-thin arms and legs," "struggle for survival," "thin, sallow baby," etc.
D-5	a (Archie Bunker), c.
D-6	a ("The author once served a prison term for embezzlement.") b ("The humidity during the Miami convention was unbearable.")
D-7a	transfer (A famous person's positive qualities transfer to the product.) glittering generality: "All TDK audio cassettes are designed to capture the wonder of the creative mind."
D-7b	testimonial (A famous person's endorsement of a product or cause increases its value or credibility.)
D-7c	"taunting," "lighthearted," "mindless," and "non-intellectual."
D-8a	Nationality and religion are stereotyped. According to Archie, Italians, Jews, and Irish are dishonest; Americans are "regular" and "respectable."
E-2a	undecorated.
E-2b	integrity - honesty; subterfuge - deception in order to escape criticism.
E-3	angry.
E-4a	tele - far; pathy - feeling, perception. telepathy - unexplainable communication across a distance.
E-4b	post - after; humous - earth (after burial). posthumous - 1. published after the author's death. 2. occurring after one's death.
E-4c	gen - give birth; logy - study of. genealogy - study or investigation of ancestry and family histories.
E-4d	retro - back; active (from agere - to drive). retroactive - applying to a period before enactment.

E-5a raised: combined.

E-5b silent; never.

E-6 distinct, dissimilar, diverse, unlike.

E-7 "Persevering" suggests dedication and persistence, despite obstacles and setbacks. "Puny" suggests small size and weakness, due to ill health.

E-8 principles.

E-9 than.

E-10 extraordinary, outstanding, remarkable.

E-11 (fĭ-nŏm´ə-nəl).

E-12 Etymology: From Greek Mythology. After Tantalus, a king who was condemned in Hades to stand in water that receded when he tried to drink, and with fruit hanging above him that receded when he reached for it.

Meaning: to tease or torment by or as if by exposing something desirable to view but continually keeping it out of reach.

J-1 Movie-adjective; biographies-noun; have been-verb; always-adverb; popular-adjective; form-noun; of-preposition; entertainment-noun.

J-2a These films-subject; give us fascinating glimpses into the lives of well-known personalities-predicate; us-indirect object; glimpses-direct object.

J-2b form-predicate nominative.

J-3 Playing-verbal; Playing dramatist Lillian Hellman in Julia-participial phrase.

J-4 a policeman who fought corruption, an undercover division-appositive phrases; within his own department-prepositional phrase.

J-5 Although Lady Sings the Blues-dependent clause, adverb; Diana Ross gave a very convincing performance as Billie Holiday-independent clause.

J-6 who played boxer Jack Jefferson in The Great White Hope-nonessential clause; that delighted him-essential clause.

J-7 complex.

J-8 exclamatory.

J-9 have seen-present perfect tense; seen-past participle.

GRADE TEN ANSWERS

B-2a	The pursuit of knowledge at the expense of human relationships will cause mental suffering.
B-3a	When the narrator [Charlie] was retarded, he had many friends. Now that he is intelligent, he has no real friends.
B-4	spatial order.
C-1a	essay.
C-1b	speech.
C-2	The narrator [Jane Eyre] feels that happiness makes her seem pretty.
C-3a	to persuade; to persuade and inspire.
C-3b	to entertain.
C-4a	insanity.
C-4b	She is cold, unfeeling, hard-hearted (like metal or stone), suspicious.
C-4c	Throughout the first half of the novel, Mr. Rochester is proud, domineering and sometimes cruel. Supporting evidence: In order to make Jane jealous, he leads her to believe he will marry Blanche Ingram. All the while, he plans to marry Jane, even though his wife is still living. At the end of the novel, he becomes humble and penitent due to personal tragedy. Supporting evidence: In trying to save his wife's life, Mr. Rochester is blinded and disabled. He admits he was wrong to attempt bigamy and gratefully accepts the help Jane offers him. After his marriage to Jane, he continues to display this changed character.
C-5a	Cause: The old man's eye. Effect: It makes the narrator decide to murder the old man.
C-5b	Cause: Brinker's investigation into Phineas's accident. Effect: The investigation indirectly causes Phineas's death. Phineas rushes from the hearing room, because he does not want to hear Leper testify that Gene caused Phineas's crippling fall. Phineas trips, again injuring himself, and eventually dies.
C-5c	Cause: 1. Juror Eight proves that a switch-knife identical to the defendant's could have been easily purchased. (A switch-knife was used as the murder weapon; the defendant says he lost his knife prior to the murder.) 2. An important witness's testimony is called into doubt. It is unlikely that a) he could have heard the defendant's murder threat over the sound of the el train passing by his window or b) he could have crossed the room in fifteen seconds to witness the defendant's flight, since he walks with two canes. 3. The defendant, who was experienced with a switch-knife, would not have made the kind

of downward stab that killed the victim. 4. Another witness was not wearing her glasses at the time she claimed to have seen the defendant commit the murder. Effect: The eleven jurors change their votes from "guilty" to "not guilty."

C-6a The narrator thinks her education has been worthless.

C-6b dandelions.

C-7 Logical outcome: Jane will follow her code of values and leave Mr. Rochester. Supporting evidence: Student should cite specific examples of Jane's previous display of moral character. Actual outcome: Jane leaves Mr. Rochester temporarily. (She returns and marries him after his wife dies.)

C-8a The setting is a June night in Dublin, Ireland, during the Irish Civil War. A mood of suspense, danger, and isolation prevails.

C-8b humorous.

C-9 Holden faces conflicts with his adult and peer acquaintances (people vs. people or people vs. society) and within himself (people vs. themselves).

C-10a Both C-1a and C-6b include examples of simile.

C-1a: "The number mania is like a large snowball rolling down a mountainside, sweeping its path clean."

C-6b: Dandelions "Pushing up their heads/Proudly/Like/Golden nuggets/On green velvet."

C-10b Hyperbole: "miles of construction paper and wax crayon."

C-10c 1. Assonance with "ā" sound: contained, made, chain, slave.

2. Paradox: O I am slave/and I am master"
"am at once both bound and free."

C-11a flashback.

C-11b Maginot Line - a line of fortifications built by France along its eastern border before World War II. The allusion implies that people, like nations, build defense mechanisms that protect them for a while, but are finally penetrated.

C-12a But/Lawn owners don't love them [dandelions].

C-12b verbal irony - understatement.

C-12c At the end of the story, the sniper discovers that he has killed his "brother."

C-13 First-person point of view. The narrator, "I," (Charlie Gordon, Jane Eyre, Scout Finch) is a character in the story.

D-7 Repetition: advanced, luxury car.
Snob appeal: luxury car, superior, plush room, abundance of luxuries.

E-2 worthy - qualified; accommodate - provide places for.

E-3 trial - painful situation.

E-4 dis - away from, not; tract - draw, pull; ion - act or process; distraction - something that draws attention from the original object.

E-5 hostility - antagonism, opposition, enmity; selfishness - generosity; gradual - sudden.

E-6 live - inhabit, reside, dwell, abide.

E-7 "Pavement" implies that the people looked up to Richard Cory and felt that he was superior to them. "Crown" suggests that he was noble and kinglike (someone to be envied or admired). "Slim" suggests that he was attractively thin.

E-8 coarse.

E-9 complimented.

E-10 caliber - degree of worth or distinction.

E-11 chauvinism - (shō´ vən-ĭz ə´m).

E-12 Etymology: after Nicholas Chauvin, legendary French soldier extremely devoted to Napoleon.

Meaning: 1. fanatical patriotism.
2. prejudiced belief in the superiority of one's own group.

J-10a developed - active voice.

J-10b was invented - passive voice.

J-11a can read - transitive.

J-11b is - intransitive.

GRADE ELEVEN ANSWERS

B-2a A person will eventually be able to reproduce himself or herself through "cloning." The clone will be genetically identical to the donor.

B-3a Cloning could create new problems for the human race. For example, narcissists may be the people most likely to reproduce themselves.

B-4 chronological order.

C-1 editorial.

C-2 Old Man Warner feels that tradition, represented by the lottery, should not be changed.

C-3 to persuade.

C-4a her innocence.

C-4b They all possess illusions about themselves. Students should give supporting evidence for their answers.

C-5 Cause: The physical resemblance between Sidney Carton and Charles Darnay. Effect: In the beginning of the novel, Charles Darnay has been accused of spying against England. At Darnay's trial, Sidney Carton, assistant to Darnay's lawyer, points out that he and Darnay look so much alike that mistaken identity could explain Darnay's arrest. As a result, the charges are dropped, and Darnay is acquitted. At the end of the novel, Darnay is sentenced to die because he is an Evremonde. Carton drugs him and takes his place at the guillotine.

These two events also illustrate foreshadowing (objective C-11). The case of Darnay's mistaken identity foreshadows Carton's impersonation of Darnay at the guillotine.

C-6 The farm owners had lost touch with their land; the changes on the farms were for the worse.

C-7a Logical outcome: Paul will rebel. Supporting evidence: Student should cite specific examples of Paul's previous rebellious and uncooperative behavior. Actual outcome: Paul embezzles money from his employer and runs away to New York. (He eventually commits suicide.)

C-7b Logical outcome: Happy will be a failure like Willy; Biff will be more successful and content. Supporting evidence: At the end of the play, Happy re-affirms Willy's false values, whereas Biff rejects them.

C-8 Rising action: Dimmesdale, Hester, and Pearl meet at the scaffold at night. Dimmesdale and Hester decide to seek a new life together in England.

Climax: Dimmesdale publicly confesses his sin to the congregation and dies.

Falling action: Roger Chillingsworth dies. Hester and Pearl move to England, where Pearl marries.

Resolution: Hester returns to Boston and spends the rest of her life helping others.

C-9a Walter Mitty faces a conflict between his dream world and the real world (people vs. themselves) and a conflict with his wife (people vs. people).

C-9b Dr. Jekyll faces a conflict between the good and evil sides of his nature (people vs. themselves).

C-10 a. Metonymy: "City Hall" is substituted for "mayor," "press" for "newspaper reporters."

C-10 b. Synecdoche: "face" is substituted for "woman;" and hyperbole.

C-10 c. Metonymy: "pen" is substituted for "reason," "sword" for "force."

C-11a These sensory images are included: touch and feeling - cobblestone streets, chilling mist, starched fabric; sound-clang/dong of distant cathedral bells; sight-pigeon-colored skies, steel-blue seas, white fabric.

C-11b satire.

C-12 Throughout the story, Fortunato is unaware that the narrator intends to murder him. (The narrator tells the reader his plans at the beginning of the story.) Fortunato's name also illustrates dramatic irony. (Throughout the story, the reader is aware of Fortunato's unfortunate fate.)

C-13 Omniscient point of view. The narrator (Hardy, the author), is outside the story, commenting on the thoughts, feelings, and actions of all of the characters.

C-14 opinion.

D-7a,b bandwagon.

D-9 a. begging the question.

D-9 b. hasty generalization.

D-9 c. false analogy.

E-2a ordinance - law, regulation.

E-2b bequeathing - passing on or handing down; posterity - future generations; narcissistic - possessing an excessively high regard for oneself, conceited, egotistical.

E-3 face - surface.

E-4 amic - friend; able - capable or worthy of; amicable - friendly, peaceable.

E-5 application - operation, use; maintain - end, discontinue, terminate.

E-6 luxurious: lavish, lush, opulent, palatial, plush.

E-7 In the context of the sentence, "madness" means excitement. The word also suggests the narrator's "madness" or insanity. (He plans to murder Fortunato because Fortunato has insulted him.) The "conical cap" suggests a dunce's cap; it implies that Fortunato can be easily tricked. "Wringing his hand" suggests that the narrator is excessively pleased to encounter Fortunato. "Wringing" also suggests the use of force or violence and foreshadows the narrator's murder of Fortunato.

E-8 whether.

E-9 personnel.

E-10 cacophony - harsh or jarring sound.

E-11 cacophony - (kă-kŏf′ə-nē).

E-12 Etymology: after Guillotin, a French doctor who proposed its use.
Meaning: a machine for beheading by means of a heavy blade that slides down in vertical guides.

E-13a
1. healing office - role of doctor.
2. reward - death.
3. earthly bed - grave.

E-13b Suggested answers:

1. recycled - used.
2. weight watcher - overweight person.
3. house of detention - prison.
4. senior citizen - old person.

E-14 Suggested answers:

1. mankind - people, human beings.
2. manmade - manufactured, handcrafted.
3. steward, stewardess - flight attendant.
4. Girl Friday - secretary, administrative assistant.

J-12 a. subjunctive; b. indicative; c. imperative.

GRADE TWELVE ANSWERS

B-2a Mr. Collins was an unintelligent man. His character was a combination of conceit and humility.

B-3a Mr. Collins intended to marry one of the Longbourn daughters to atone for inheriting their father's estate. The clergyman thought his plan was extremely generous and unselfish.

C-1 sonnet.

C-2 Gatsby's romantic ideal of Daisy has distorted his perception of her. He will act in accordance with his dream of her, rather than her real nature.

C-3 to inform.

C-4 Gatsby made you feel self-confident and good about yourself.

C-5a Cause: 1. Darcy writes a letter to Elizabeth that reveals Wickham's dishonesty. 2. Darcy's servant describes Darcy's excellent character. 3. Darcy pays Wickham's debts and arranges for him to marry Lydia Bennet. Effect: Elizabeth changes her opinion of Darcy.

C-5b Cause: Macbeth's murder of Duncan. Effect: After killing Duncan, Macbeth is propelled to further acts of evil, including the murders of Banquo and Macduff's wife and child. Lady Macbeth, plagued by guilty memories of Duncan's murder, commits suicide.

C-6 The people of Vanity Fair are hypocritical.

C-7 Logical outcome: Both marriages will be unhappy; the novel will end tragically. Supporting evidence: Students should cite specific actions, events, and characterizations in the novel that support these predictions. Actual outcome: Both marriages are unhappy. At the end of the novel, Eustacia Vye and Damon Wildeve accidentally drown, while attempting to run away together.

C-8a The subplots include the relationships between Jane Bennet and Mr. Bingley, Lydia Bennet and Mr. Wickham, and Charlotte Lucas and Mr. Collins.

C-8b The themes of Othello include: 1. The hero's jealousy and suspicion, fueled by pride (his tragic flaw). 2. The hero's fall from "high estate." 3. The conflict between appearance and reality (Iago's seeming goodness vs. his real malevolence; Desdemona's seeming infidelity vs. her genuine faithfulness).

C-9a Nora Helmer faces conflicts with her husband Torvald and with her husband's employee, Nils Krogstad, over a loan (people vs. people). She also faces a conflict between her dependence on Torvald and her independence, symbolized by her departure at the end of the play (people vs. themselves).

C-9b Dr. Stockmann faces a conflict with an entire community when he wants to report the contaminating effects of its municipal baths (people vs. society).

C-9c Oedipus faces a conflict with the oracle of Delphi, which had warned him that he would kill his father and marry his mother (people vs. fate).

C-10a Apostrophe: Death, an abstract concept, and Romeo, an absent person, are directly addressed. Personification: "Death, be not proud."

C-10b pun (on the word "lie.")

C-11a foreshadowing. The witches' prophecy that Macbeth will be king foreshadows Macbeth's ruthless rise to power. The three apparitions foreshadow Macbeth's fate (his armed crime in the armed head; his destruction of himself and his country in the bloody child; and the return to order with Macbeth's defeat in the crowned child with a tree in his hand). The three apparitions also illustrate symbolism.

C-11b parable.

C-11c allegory.

C-12a verbal irony - sarcasm.

C-12b verbal irony. (The speaker means the opposite of what he or she says.)

D-7a plain folks.

D-9 a-1 either-or fallacy.

D-9 a-2 post hoc reasoning.

E-2a veneration - respect, reverence; obsequiousness - submissiveness, slavish obedience.

E-2b banality - an ordinary or trite expression, story, etc.

E-3a state - condition; stated - expressed, said.

E-3b intelligence - information.

E-4a intro - into; spec - look, see; tion - act, state, result.
introspection - act of looking into oneself, self-examination.

E-5 compelled - forced, driven, coerced; paralyze - incite, spur, stimulate.

E-6 courage - dauntlessness, intrepidness, fortitude, gallantry, valor.

E-7a "Feather" and "drifted" imply that Gatsby's love is insubstantial and is not concretely based in reality. "Ghostly heart" implies that Gatsby's love is illusory and unreal.

E-7b These phrases give positive connotations to the artist: "conquest of the physical world," "conquer the great wilderness of himself," "illuminate the darkness," and "blaze roads through the vast forest." The phrases suggest that the artist is an intrepid explorer, determined to improve society.

E-8 stationery.

E-9 morale.

E-10 cryptic - mysterious, secret.

E-11 quixotic - (kwĭk-sŏt´ĭk).

E-12 Etymology: after Don Quijote, hero of Cervantes's novel, Don Quijote de la Mancha. Meaning: idealistic but impractical.

E-15a

1. aerobics - a system of physical conditioning that involves vigorous exercise combined with dance routines.

2. cable television - a television distribution system in which station signals, picked up by elevated antennas, are delivered by cable to the receivers of subscribers.

3. data base - a collection of data arranged for ease and speed of retrieval, as by a computer.

4. debug - to locate and correct errors in a computer program.

5. deprogram - to counteract or try to counteract the effect of an indoctrination, especially a religious indoctrination.

6. designated hitter - in American League baseball, a player designated to hit instead of the pitcher.

7. floppy disk - a magnetic disk that is used to store computer data.

8. future shock - a condition of distress and disorientation brought on by an inability to cope with rapid changes in society and technology. (After the book Future Shock, by Alvin Toffler.)

9. Heimlich maneuver - a maneuver that is designed to dislodge a piece of food or other object from a choking person's windpipe; the victim is clasped from behind, a closed fist is placed below the rib cage, and air is forced out of the lungs with a hard upward thrust. (After Henry J. Heimlich, 20th-century American surgeon who developed the technique.)

10. high technology - technology involving highly advanced or specialized systems or devices, especially computers.

11. holistic medicine - a form of medical treatment that stresses the relationship between mind and body (the whole person). It emphasizes nutrition, exercise, and preventative care, rather than drugs, in the treatment and prevention of illness.

12. hot line - 1. a direct communications link, as a telephone line, especially one between heads of government, for use in a crisis or emergency. 2. a telephone facility that enables a caller to talk confidentially with a sympathetic listener about a personal problem or crisis.

13. microfiche - a sheet of microfilm capable of accommodating and preserving pages of printed text or pictures in reduced form.

14. robotics - the study and application of the technology of robots.

15. salsa - a popular form of Latin American dance music, characterized by elements of jazz, blues, and rock.

16. teleconferencing - the conducting of conferences via telephone, it permits worldwide two-way or more communication and eliminates the need for travel. Some teleconferencing systems allow people to send and receive visual images via an electronic blackboard and television monitor.

17. Third World - 1. the developing countries of Africa, Asia, and Latin America, especially those not allied with the Communist or non-Communist blocs. 2. minority groups as a whole within a larger prevailing culture.

18. video game - an electronic or computerized game played by manipulating images on a television or other display screen.

19. wiretap - a concealed listening or recording device connected to a communications circuit.

20. word processing - a system of producing and editing documents by use of computerized equipment.

E-16 1. condominium - an apartment building in which the apartments are owned individually; an apartment in such a building.

2. encroachment - in football, a defensive player's crossing of the line of scrimmage and touching an offensive player before the ball is snapped.

3. hospice - health care facility for the terminally ill.

4. jog - to run or ride at a steady, slow trot, for sport or exercise.

5. program (v.) - to provide a computer with a set of instructions for solving a problem; (n.) - a set of instructions coded for problem solving by a computer.

E-17a when the chips are down - when one is in a bad situation or predicament.

E-17b tempt fate - take a chance, run a risk, gamble.

E-18 1. BASIC - Beginner's All-Purpose Symbolic Instruction Code. A programming language widely used on personal computers and small business systems.

2. CARE - Cooperative for American Relief Everywhere.

3. CETA - Comprehensive Employment and Training Act.

4. CHiPs - California Highway Patrol.

5. COBOL - Common Business Oriented Language. One of the most widely used business programming computer languages.

6. CORE - Congress of Racial Equality.

7. EPCOT - Experimental Prototype Community of Tomorrow. The newest addition to Walt Disney World.

8. FICA - Federal Insurance Contributions Act.

9. MADD - Mothers Against Drunk Drivers.

10. MASH - Mobile Army Surgical Hospital.

11. NOW - National Organization for Women.

12. OPEC - Organization of Petroleum - Exporting Countries.

13. RAM - Random-Access Memory. A computer's temporary memory, it contains instructions for the particular task the operator wants the computer to perform. These instructions are entered from the keyboard or disk and lost when the power is turned off.

14. ROM - Read-Only Memory. A computer's permanent memory, it contains instructions for starting the computer. It is pre-programmed by the manufacturer and cannot be changed.

15. ROTC - Reserve Officers' Training Corps.

16. scuba - self contained underwater breathing apparatus.

17. UNESCO - United Nations Educational, Scientific, and Cultural Organization.

18. UNICEF - United Nations International Children's Emergency Fund.

19. VISTA - Volunteers in Service to America.

20. WATS - Wide-Area Telephone Service.

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